



Australian Government

Department of Education,
Science and Training

Values for Australian Schooling Professional Learning Resources – **Primary**

CHARACTER IS DESTINY

— *George Eliot*



Australian Government

Department of Education, Science and Training

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Values for Australian Schooling Professional Learning Resources – Primary



VALUES FOR AUSTRALIAN SCHOOLING



Care and Compassion
Care for self and others

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Honesty and Trustworthiness
Be honest, sincere and seek the truth

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Respect
Treat others with consideration and regard, respect another person's point of view

Responsibility
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

CHARACTER IS DESTINY
— George Eliot

Foreword



It is my pleasure to introduce the *Values for Australian Schooling Kit*, the first of the values education resources to be published as part of the Australian Government's Values Education programme. Australians alike share a number of basic goals for our society including reasonable opportunities for everyone to succeed according to their abilities and efforts, respect for basic values, individual freedom and concern for the legitimate interests of others.

These resources will help all Australian schools to strengthen the work they are doing in values education. They will also provide an opportunity for school communities around the country to reassess their values and, more particularly, their expectations for the lives they want their children to lead and their expectations for future generations.

The Australian Government is committed to making values a core part of schooling. It has allocated \$29.7 million over 2004–2008 for its Values Education programme. This includes funding for values education forums, clusters of schools implementing good practice approaches, a website (<http://www.valueseducation.edu.au>), curriculum resources (including this *Values for Australian Schooling Kit*) and national partnership projects with parents, principals, teachers and teacher educators.

Values for Australian Schooling Professional Learning Resources – Primary (part of the *Values for Australian Schooling Kit*) will support teachers in integrating values education into classroom teaching and learning and in working to strengthen a whole school emphasis on values education. Additional resources between now and 2008 will provide further assistance in integrating values education across all key learning areas and into schools' ethos, organisation and policies. These resources will support teachers' consideration of values in real-life situations relevant to students, and also in a more global context.

The *National Framework for Values Education in Australian Schools*, endorsed by all State and Territory Ministers, has become the blueprint for a consistent approach to the implementation of values education in Australian schools. The Framework recognises that quality teaching is central to effective values education. It includes the vision that all Australian schools will provide values education in a planned and systematic way. Although your school would have already received the Framework, a further copy of it is included in this kit for your reference.

The purpose of education is, as it has always been, to inspire and educate the next generation to see their world through the eyes of others. We want children to become adults who are caring, tolerant, fair and compassionate. I hope the *Values for Australian Schooling Kit* proves to be a useful resource in helping schools to attain these goals.

A handwritten signature in blue ink that reads "Julie Bishop". The signature is fluid and cursive, written on a light-colored background.

The Hon Julie Bishop MP

Federal Minister for Education, Science and Training

Contents



Acknowledgements	iv
How to use the Professional Learning Resources	1
Unit 1: The nature of values	5
Unit 2: The nature of values education in Australia	9
Unit 3: Developing values education in your school	19
Unit 4: School vision and school values	27
Unit 5: School governance, policies and programmes	29
Unit 6: Classroom teaching and learning	35
Unit 7: Values education and the school community	42
Appendix 1: Glossary	48
Appendix 2: References and further reading	49
Appendix 3: Values education and States and Territories	50
Appendix 4: Complementary educational initiatives	57

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- Focus group teachers from Queensland and Victoria.

How to use the Professional Learning Resources



In 2004 the Australian Government announced a major four-year programme to make values education a core part of schooling in Australia. This programme includes funding for the Values Education Good Practice Schools Project, values education forums in every school, curriculum resources and a range of national activities. These professional learning resources are part of the *Values for Australian Schooling Kit – Primary* which has been distributed to all Australian schools.

Purpose

The *Values for Australian Schooling Professional Learning Resources – Primary* is designed to:

- familiarise teachers with the content of the *National Framework for Values Education in Australian Schools* (2005);
- provide a context for values education in the light of nationally agreed developments and initiatives;
- develop understanding of the nature of values education;
- explore the key role of teachers in values education;
- look at the specific roles of values education in primary settings across all schools, including government, Independent and faith-based non-government schools;
- explore the whole school approach to values education including: school vision statements, school programmes and policies, classroom teaching and learning, the roles of parents and links with the school community;
- engage teachers in reflection, discussion and planning for effective values education; and
- promote explicit articulation of values and the development of common understandings and a common values education language among teachers.

These professional resources are for teachers and recognise their central role in implementing the *National Framework* vision. The resources are designed for teachers to use in school professional learning situations, but they also include activities to be used with students, parents and the wider school community.

Given the cross-curricular nature of values education and the whole school approach that it requires, a Values Education Team is strongly recommended to prepare, plan and facilitate the activities in this resource – and provide follow-up action. Such a team could comprise, for example, a professional learning leader, the curriculum coordinator, a student welfare coordinator and a parent from the school council. Or it might be a current team operating within the school that is responsible for leadership, curriculum, professional learning, student welfare or key learning areas. However it is comprised, the perspectives, approaches and support of all of these areas are needed to implement the *National Framework* effectively, to review it and to develop values education in your school.

It is important that these resources and the professional learning activities they support are not seen as added tasks for school communities. Rather, the initiative is designed to support and resource schools and teachers to improve and strengthen their work in values education, which in itself is intrinsic to the broader educational aims of all schools and all teachers.

About the Values Education programme

The Australian Government Values Education programme is founded on the *National Framework for Values Education in Australian Schools*. The *National Framework* provides a vision, a set of core shared values and guiding principles for fostering values education which have been agreed to by the Ministers for Education in all States and Territories after national consultation.

The vision

The *National Framework for Values Education in Australian Schools* was released and distributed to all Australian schools in 2005. At the centre of the *National Framework* is the vision that all Australian schools provide values education in a planned and systematic way by:

- *articulating, in consultation with their school community, the school's mission/ethos;*

- developing student responsibility in local, national and global contexts and building student resilience and social skills;
- ensuring values are incorporated into school policies and teaching programmes across the key learning areas; and
- reviewing the outcomes of their values education practices.

(National Framework, page 3. Available at: <http://www.valueseducation.edu.au>)

The beginning

Values for Australian Schooling is a four-year national government programme. The *Values for Australian Schooling Kit – Primary*, of which this resource is a part, is a beginning and one part of the programme to implement the *National Framework*. The Australian Government has also provided funding for:

- values education forums in every school in Australia involving parents and the whole school community with funds administered through State and Territory education authorities;
- national partnership projects with parent, teacher, school principal and teacher educator organisations and institutions;
- a values education website that is a dynamic and accessible resource and news centre for values education for all Australian schools; and
- the Values Education Good Practice Schools Project – Stage 1, which provides 26 clusters of schools throughout Australia with funding to undertake guided action research projects to demonstrate good practice in values education. Information about the findings of these schools will be disseminated to the broader education community. Stage 2 of this project commences in 2006.

(For further information about these initiatives see the Values Education website: <http://www.valueseducation.edu.au>)

Credo: the importance of teachers

The professional learning resources rest on the belief that it is teachers and quality teaching that will, in the first instance, make a significant difference to strengthening values education and improving outcomes for students in all schools:

Teachers establish learning environments based on values, they model values to students and they provide opportunities for intellectual understanding, discussion and student adoption of values through all parts of their professional work. Modern research around Quality Teaching supports the notion that the most important aspects of the teaching profession relate to its role around care, fairness, setting up and maintaining positive learning environments and supporting students' efforts. The relationships established by teachers provide the underpinning for all learning. Indeed, research tells us the care of the teacher has the single most profound influence on student achievement, including academic achievement. In the light of this research, values education is at the heart of the teacher's role.

(adapted from Terence Lovat, 2005)

Structure of the resource

Each of the seven units in the resource contains:

- **a context**, which provides a focus and a commentary on the relevant parts of the *National Framework* and, where relevant, a philosophical or educational theoretical perspective;
- **professional learning activities** for exploring the implications of the *National Framework* in your school;
- **Values Education Team** – suggested follow-up actions; and
- **handouts** where appropriate, to accompany the professional learning activities.

The units are supported by a glossary, a list of references, an overview of the States and Territories' existing approaches to values education, and a summary of complementary national educational initiatives.



The resource recognises that schools have worked and are continuing to work in the area of values education and that they are at various stages of understanding and implementation.

The Values Education Team will therefore need to select those units which are most relevant to their particular school and situation.

Parts of this resource most relevant for your school: If you would like to ...	
... explore the nature of values	Unit 1
... explore what is meant by values education	Unit 2
... understand the background to the development of the <i>National Framework for Values Education in Australian Schools</i>	Unit 2
... understand what is meant by a whole school approach to values education	Unit 3
... read case studies of schools which have employed a whole school approach to values education	Unit 3
... review your school vision statement so that it explicitly articulates school values	Unit 4
... review how values are articulated in current school policies	Unit 5
... review how values are articulated in current school programmes	Unit 5
... identify opportunities for values education as part of school programmes	Unit 5
... examine how your school vision statement, school policies and broader school programmes relate to each other and to the core values of the <i>National Framework</i>	Unit 5
... examine teaching and learning strategies and tools that support values education in the classroom	Unit 6
... audit curriculum content, teaching and learning strategies, and assessment processes for effective values education	Unit 6
... assess the current status of parental partnership in your school and consider ways to improve it	Unit 7
... examine the values education role that can be played by partnerships with the wider community	Unit 7

The resource is designed to be used and revisited over an extended period of time rather than to provide the focus for a single staff meeting or curriculum day. Schools will choose appropriate contexts for the professional learning activities, which might include whole staff meetings, curriculum days, key learning area (KLA) meetings, and year level, curriculum and school management meetings, and meetings with the school community where relevant.

Other kit resources

These professional learning resources are designed to be used in conjunction with other resources in the *Values for Australian Schooling Kit* (Primary/Secondary). Other kit contents referred to in this resource are:

- *National Framework for Values Education in Australian Schools*;
- *Values Education Forums: Engaging your school community* – a booklet to support designing and conducting school community values forums;
- *Talking Values* – a DVD-ROM resource that includes the *Talking Values* video, interviews and case studies, support notes for teachers and two PowerPoint® presentations:
 - 1: *The National Framework*
 - 2: *A Whole School Approach to Values Education*;
- Poster 1: *Values Education Good Practice: Key Elements from the National Framework* (see page 16);
- Poster 2: *A Whole School Approach – Values Education for Australian Schooling* (see page 20); and
- Poster 3: *The Values We Share*.

The Values Education website

All the materials mentioned in this resource are also available on the Values Education website: <http://www.valueseducation.edu.au>. The resources are downloadable as PDFs and all of the handouts are available as Word documents in order to allow schools the opportunity to adapt them to meet their own requirements.



Talking Values DVD-ROM: Students at St Ives North Primary School, NSW



Talking Values DVD-ROM: Professor Terence Lovat discusses quality teaching



The Values Education website: <http://www.valueseducation.edu.au>

Unit: 1 The nature of values



Context

The *Values Education Study* (2003) and the *National Framework for Values Education in Australian Schools* (2005) both emphasise that effective values education is based on shared understandings of key concepts as well as a common language for values education in each school.

This introductory unit offers teachers the opportunity to explore the nature of values, the kinds of values and what principles they can apply for effective values education. Some of the activities associated with this unit are ones that teachers might find appropriate to use with their students and which the Values Education Team (see page 1) might adapt for use with stakeholders in the school community.

What are values?

The question 'what are values?' is deceptively simple.

What are 'values' compared to concepts like 'morals', 'ethics', 'principles' or 'beliefs'? These are abstract and philosophical concepts open to much debate. However, there are several generally acceptable definitions that have enough precision to provide schools with a common ground for exploring their approaches to values education.

The following definitions from the *National Framework* are accessible and workable enough to form the basis of a common vocabulary with common meanings to use in your school.

Values are the

priorities individuals and society attach to certain beliefs, experiences, and objects in deciding how they shall live and what they shall treasure.

(Hill, 2004)

principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable.

(Halstead, Taylor and Taylor, 2000)

Types of values

Values as 'principles and fundamental convictions' are abstractions until they are applied in the contexts of daily life. Values are made real or 'realised' when their meaning is expressed through choices made and behaviours acted out.

Emeritus Professor Brian Hill suggests that there are a number of **values domains** that derive from the contexts in which we live our lives and conduct our relationships.

Most commonly, talk about values turns out to be talk about matters of morality. But the beliefs we live by, and the objects and activities we treasure, involve not only our moral approach to life but other interests and purposes which make for a rounded life, as illustrated in the diagram [on page 6]. For convenience, it is useful to speak of these various aspects as types or domains of value, ie areas of life in which we operate according to certain values that are appropriate to the activity in question. Our values are the selves we are becoming.

There are many different ways of cutting the values cake, of course, so there is bound to be overlap in any categorisation. So talk about 'domains of value' is a convenience; not a fixed set of exclusive categories.

These values domains are shown in the diagram on page 6.

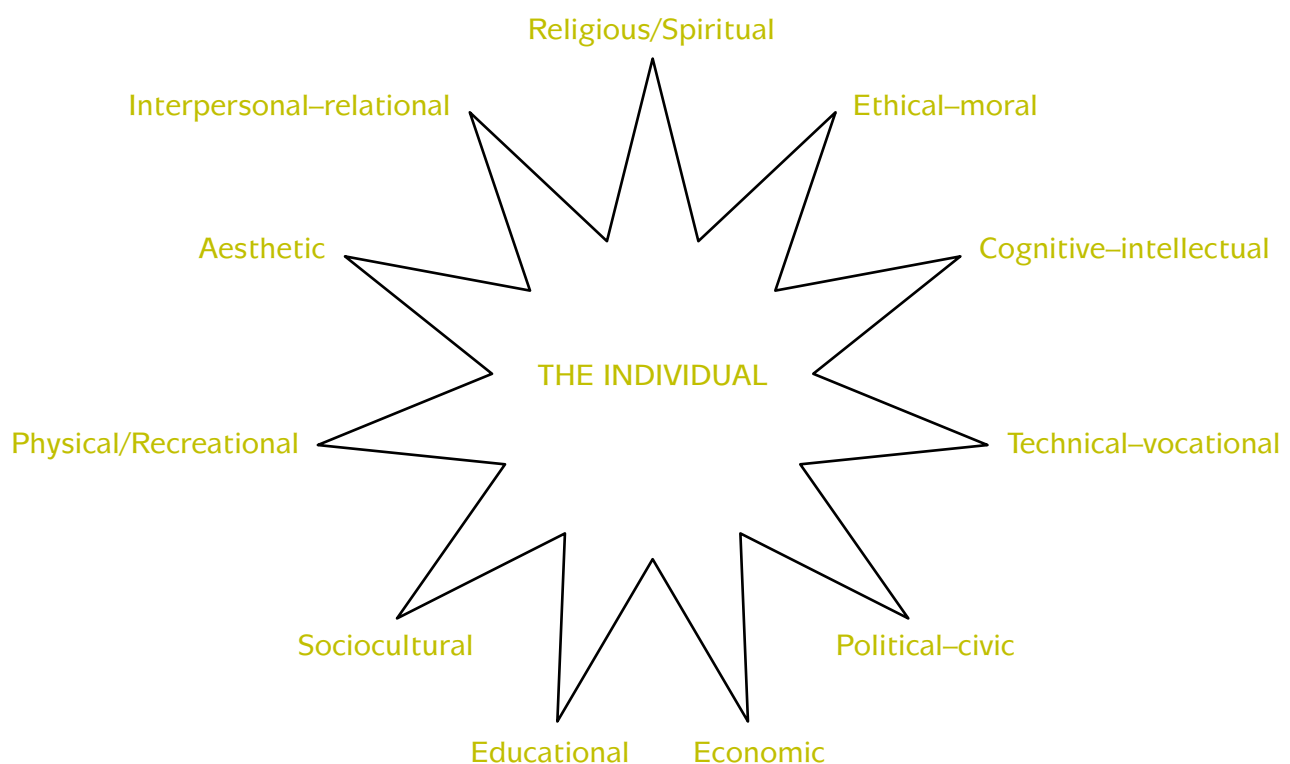
Activities: Exploring the meaning of values

Aim

To develop teachers' understanding of the definition of values and have them explore the meaning of 'values' and values types within the context of their school

Resources

- List of nine *Values for Australian Schooling* (*National Framework*, page 4)
- *Talking Values* DVD-ROM including the support notes



Activity 1 Applying the 'values' definition

As a group, examine how the nine values are named and described in the *National Framework*.

Discussion questions

Why are they described in terms of actions?
 Could any of these values be defined without reference to a form of action?
 How well do these values fit the definitions of values on page 5?

Activity 2 Exploring opposites

As a group, use the nine *Values for Australian Schooling* to examine the values named and then name their opposites. Describe these in terms of actions, just as the existing nine are described.

Discussion questions

Can the nine opposites still be defined as 'values'?
 What does the activity tell you about the role of 'context' in the meaning of 'values'?

Activity 3 Identifying types of values

As individuals, use the values domain diagram above to nominate the domain to which each of the nine values belongs. As a group compare your analysis.

Discussion questions

What agreement did you achieve?
 What domains are most represented in the set of nine?
 Which are least represented?
 What does this examination say about the nature of the nine values as 'a core of shared values'?



Activity 4 Exploring other values and other ways of naming values

Compare the naming of the nine core values with the naming of values in other current documents such as (a) relevant State or Territory curriculum documents or (b) core values promoted by the school's current vision statement or (c) where applicable, values fostered by the school's foundation religious faith.

Discussion questions

To what extent is the list of the nine core values in the *National Framework* represented, either explicitly or implicitly, in these documents?

Which values, present in the other documents, are not reflected in the list of the nine core values?

Activity 5 Values in action – take 1

As a group, view the DVD-ROM *Talking Values* feature and case studies and interviews.

Discussion question

In what ways do the schools/interviewees use their values as 'priorities ... in deciding how they [their school] shall live and what they [the school community] shall treasure'?

(Hill, 2004)

Activity 6 Values in action – take 2

Ask the group to imagine they are making a video documentary about values in action in their school.

Discussion question

What would they choose to film in order to document how the pervading values at the school decide how the school operates and what the school 'treasures'?

Personal values

Our values are an essential part of our self knowledge and our very identity. As such they are integral to the process of 'growing-up', the process of becoming an independent, responsible and empowered autonomous individual. Our values are both an intimate part of our deep and private self

definition and a driver of our publicly observed behaviour. Values education in its broadest sense is critical to two fundamental concerns of the school: the multi-dimensional development of the individual student and support for the development and maintenance of a civil society.

Activities: My values, your values and our students' values

Aim

To have teachers explore their own values as a way of developing an understanding of the nature of values and the application of principles for effective values education

Resources

- Copies of the *National Framework for Values Education in Australian Schools*, Section 5 'Guiding Principles' and Section 6 'Key Elements and Approaches That Inform Good Practice'
- Poster 3: *The Values We Share*

Activity 1 My values

As individuals, teachers reflect on their lives and the values that have shaped them.

Discussion questions

What have been the three or four main values that have directed some of the key decisions in your life?

What influences were significant in the development of those values?

Have your values changed over time? How?

Ask the teachers to share their reflections with the group. After 10 minutes close the discussion and ask the participants to reflect on what they felt about the two parts of the activity. Identify their level of interest in the activity and the level of difficulty/ease they experienced when sharing their reflections.

As a group, discuss what conditions they would need to establish to create an environment where students could undertake a values reflection and disclosure exercise like this.

Activity 2 The student's values world – teacher view

Provide the teachers with blank A4 sheets of paper.

Ask them to draw a figure or symbol of 'The Student' in the centre of the paper and then to reflect on what they see as the main 'continents' of influences that shape the student's values world.

After a time ask them to draw those continents with attention to their size and proximity to 'The Student' as indicators of the relative significance and power of the influence.

Have them name the continents and list the values – both positive and negative – that they think students are exposed to from each continent of influence.

Discussion questions

How is the 'values world' of your students different to your own?

Where does your school sit as a continent of influence with your students?

What spheres of influence offer contrasting, opposite or conflicting values to those offered to students by the school?

What are the implications of this for your school-based values education approaches?

Would this be a useful activity to use with students in the classroom?

Use Poster 3 to plan an activity for use with students to help them identify their personal values.

Values Education Team

What information about teachers' professional learning needs for values education have been revealed through these introductory activities? Discuss how Poster 3 can be used throughout the school.



Principal and students, Point Lonsdale Primary School, Vic

Drew Ryan / Courtesy of The Age

Unit: 2 The nature of values education in Australia



Context

The conversation about values education is not new. Schools have always been engaged in values education, though in varying degrees of explicitness and consciousness. As States and Territories have reviewed their curriculum in recent years, values statements and values domains have appeared as essential elements in their curriculum frameworks. (See the overview of States' and Territories' approaches to values education, Appendix 3.)

A commitment to, and focus on values was endorsed by the Australian Government Minister for Education and all State and Territory Ministers for Education in 1999 in the *National Goals for Schooling in the Twenty-First Century* (also called the *Adelaide Declaration*). This document states that when students leave school they should:

- *have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members (1.2)*
- *have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions (1.3).*

(MCEETYA, 1999)

In 2002, the Ministerial Council on Education, Employment Training and Youth Affairs (MCEETYA), consisting of all State and Territory Ministers for Education and the Australian Government Minister for Education, agreed to support a national values education study.

MCEETYA also:

- acknowledged that education is as much about building character as it is about equipping students with specific skills;

- noted that values-based education can strengthen students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social responsibility; and
- recognised that parents expect schools to help students understand and develop personal and social responsibilities.

The *Values Education Study* involved 69 schools from around Australia and was designed to enable these schools to develop and demonstrate current practice in values education. It provided an informed basis for:

- promoting improved values education in Australian schools; and
- developing a set of principles and a framework for improved values education in Australian schools.

The full report on the *Values Education Study* was published in 2003 and is available online at the Values Education website: <http://www.valueseducation.edu.au>

The Framework

The *National Framework for Values Education in Australian Schools*, drawn from the results of the *Values Education Study*, was released and distributed to schools in 2005. It contains:

- 1 A vision that all Australian schools provide values education in a planned and systematic way by:
 - *articulating, in consultation with their school community, the school's mission/ethos;*
 - *developing student responsibility in local, national and global contexts and building student resilience and social skills;*
 - *ensuring values are incorporated into school policies and teaching programmes across key learning areas; and*
 - *reviewing the outcomes of their values education practices.*

(page 3)



2 Nine shared values that have emerged from Australian school communities and the *National Goals for Schooling in Australia in the Twenty-First Century*. These values reflect a commitment to a just, multicultural and environmentally sustainable society and are part of Australia's democratic way of life:

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness

- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion.

3 *Guiding principles for effective values education* that emphasise the importance of:

- values as an explicit goal of schooling;
- helping students understand and apply values;
- a safe and secure learning environment where students can explore values;
- curriculum which meets individual student needs;
- teacher professional learning;
- a whole school approach embracing students, staff, families, the school community and wider community; and
- regular review of approaches and outcomes.

4 *Key elements and approaches that inform good practice.*

The key elements, which are derived from the *Guiding Principles*, are listed along with some suggested starting points for implementing values education.

What is values education?

Values education is complex. There are so many questions: What is the content of a values education curriculum? What effective pedagogies can be used to teach values? Does 'values education' mean the same as 'values in education'? Are we talking about teaching particular values or simply teaching about values? If they are particular values, then, *whose* values?

Yet values are at the heart of a school's core business. Values provide the framework for our lives. Our values shape our thoughts, feelings and actions, and the development of values is a complex, ongoing process. The formative stages occur largely through the dominant influence of our early lives – the home/family – but parents expect schools to support them in the broader task of preparing young people for life in a democratic society, the world of work and a range of social relationships.



A definition

The *National Framework* describes values education as:

Any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values, and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community.

(page 8)

This definition suggests that students learn about values and learn to internalise and practise certain values through both explicit and implicit education from the school.

The definition also clearly captures the point that values learning is not just about knowing and understanding about the values but also about the disposition and enacting of the values. The role of schools therefore encompasses the provision of plenty of opportunities for students to actively practise, and to live out, the values being fostered by the school.

Note, too, in this definition that students acquiring values education at school take this education into 'the wider community'. That connection to community is a two-way relationship and is often a source for students of possible tension, ambiguity, confusion, and sometimes contestation, which schools need to face in their approach to values education. No school is an island; each is part of the mainstream society where there is a plethora of influences and values options open to students that may contrast and conflict with the values regimes that the school community is trying to foster. For example, a school that is carefully fostering inclusive, collaborative sharing and peaceful forms of conflict resolution will need to assist students in dealing with contrasting options such as competitiveness, intolerance, the use of force or bullying that can sometimes present themselves in peer groups, media news, TV programmes, sport and even the public behaviours of celebrities. As the *National Framework* (page 2) points out: 'Within the community at large there is growing discussion about how children acquire their values and

how they make sense of the values promoted by the media and their peers'.

Drawing on *Values Education Study* (2003) research, the *National Framework* outlines ways in which schools and teachers can successfully navigate the values education domain.

Underlying assumptions

The *National Framework* recognises:

- that all students acquire values through an intricate interconnected range of influences including the school experience;
- that real education is about the whole and integrated person – the learner as a learner of knowledge, skills, understandings, attributes, dispositions, and the development of an autonomous, well-defined self;
- that there are some core values that can be identified and broadly agreed on as the values that underpin the sort of democratic and civil Australian society we aspire to be;
- that all schools are centres of values learning;
- that all facets of school life – from curriculum to canteen, from teachers to testing, behaviour management to school management, from funding priorities to promotion policies, from Council meeting to cleaner's greeting – are values laden and promote particular values;
- that all teachers are teachers of values;
- that values education should not be a matter of chance – values education ought to be explicitly planned for, implemented and monitored; and
- that certain key characteristics of what makes for effective school-based values education can be identified and can be used to make a difference.

About the nine *Values for Australian Schooling*

The nine values presented in the *National Framework* are described as 'a set of values for Australian schooling based on the *National Goals for Schooling in the Twenty-First Century* (1999)' (page 1). The Framework states that these shared values 'are part of Australia's common democratic way of life' and 'they reflect our commitment to a multicultural and environmentally sustainable society where all are entitled to justice' (page 4). Having articulated the values, the Framework then reminds readers that 'individual schools will develop their own approaches to values education in partnership with their local communities' and that 'these approaches should be consistent with the *National Framework for Values Education in Australian Schools* and with their State/Territory policy' (page 4).

The Framework therefore presents an **agreed set of values** for Australian schools to foster. It also acknowledges both the rich diversity of the Australian community and the challenges of developing values education in a pluralistic, multicultural and multi-faith society. The Framework's response is to describe the common ground that schools can work in.

Accordingly, schools ought not see these nine values as exclusive. All Australian schools are urged to foster these values but they may foster others as well, and they may foster very similar values that may be worded differently.

Activities: The *National Framework*

Aims

To develop teacher knowledge and understanding of the *National Framework*, its origins and the nine values

To develop a broad audit of your school's values provision in the light of the *National Framework*

Resources

- List of nine *Values for Australian Schooling* (*National Framework*, page 4)
- PowerPoint® Presentation 1
- Copies of Handouts 2.1 and 2.2 (pages 15 and 16)

Activity 1 *Sharing the Values for Australian Schooling*

Provide teachers with a copy of Handout 2.1 which lists the nine values in the left column. In groups, discuss and complete the table for the school vision statement, policies (such as welfare and curriculum) and broad school programmes (such as mentoring, sport, peer support, leadership).

Discussion questions

Why do you think that these values might be considered important as shared values for Australian schooling in a pluralistic, democratic society?

In what ways are these values in evidence in our school?

Where might be a good starting point for us to further develop values education?

Collect feedback and views from teachers.



Student art work, Lance Holt School, WA



Activity 2 What's in the Framework?

Use the DVD-ROM PowerPoint® presentations to provide teachers with an overview of the background and context for values education and the key aspects of the *National Framework*.

Using Handout 2.2 ask teachers to discuss each of the six elements of values education good practice and what they might mean.

Ask the group to identify evidence of these elements in the school by completing the empty boxes.

Discussion questions

What elements of good practice are in place in our school?
What are the priority areas for further work?

Values Education Team

As a result of information gained from these activities, which sections of this resource will be most useful for further professional learning in your school?

Activities: Examining values education

Aim

To develop teachers' appreciation of the multi-faceted nature of values education and to explore strategies for good practice

Resources

- Handout 2.3 Two views of values education (page 17)
- Handout 2.4 *Children's Manifesto* and explanatory note (page 18)
- *Talking Values* DVD-ROM

Activity 1 What is involved in values education?

Distribute Handout 2.3.

In groups, teachers examine the views of values education put forward by Ms Susan Pascoe and Emeritus Professor Brian Hill.

Discussion questions

To what extent do you agree with either or both of these views?

Is either of these views reflected in your school policies?

What implications might these views have for values education in your school?

Activity 2 The school I'd like – through students' eyes

Distribute Handout 2.4.

In pairs, teachers identify the implicit and explicit values being expressed in the Manifesto. Ask them to hypothesise about where the students might have acquired these values.

Compare observations in a group discussion.

In pairs, teachers list the core values expressed by the students in the Manifesto and then compare these to the nine *Values for Australian Schooling*.

Discussion questions

Where is there agreement between the Manifesto and the nine values?

Where are there contrasts or differences?

What does the Manifesto tell you about the place of values in school students' experience of schooling?

How might you use this activity as a values education exercise in the classroom with your students?

Activity 3 The school I'd like – through your eyes

View the *Talking Values* feature in its entirety.

Use the Support Notes to guide a discussion about what the group sees as the most valuable lessons from the different school stories that are presented.

In groups, teachers list the features of the 'School they would like'.

Compare the groups' results.

Discussion questions

What implicit/explicit values would their ideal school foster?

What would values education good practice look like in that school?

Values Education Team

How might information gained from these activities impact on future professional learning activities?



Talking Values DVD-ROM: Teacher and students at Point Lonsdale Primary School, Vic



Talking Values DVD-ROM: Karen Brunskill, Glendal Primary School, Vic



Talking Values DVD-ROM: Students explore the meaning of values



Handout 2.1: Relating the *National Framework* values to our school

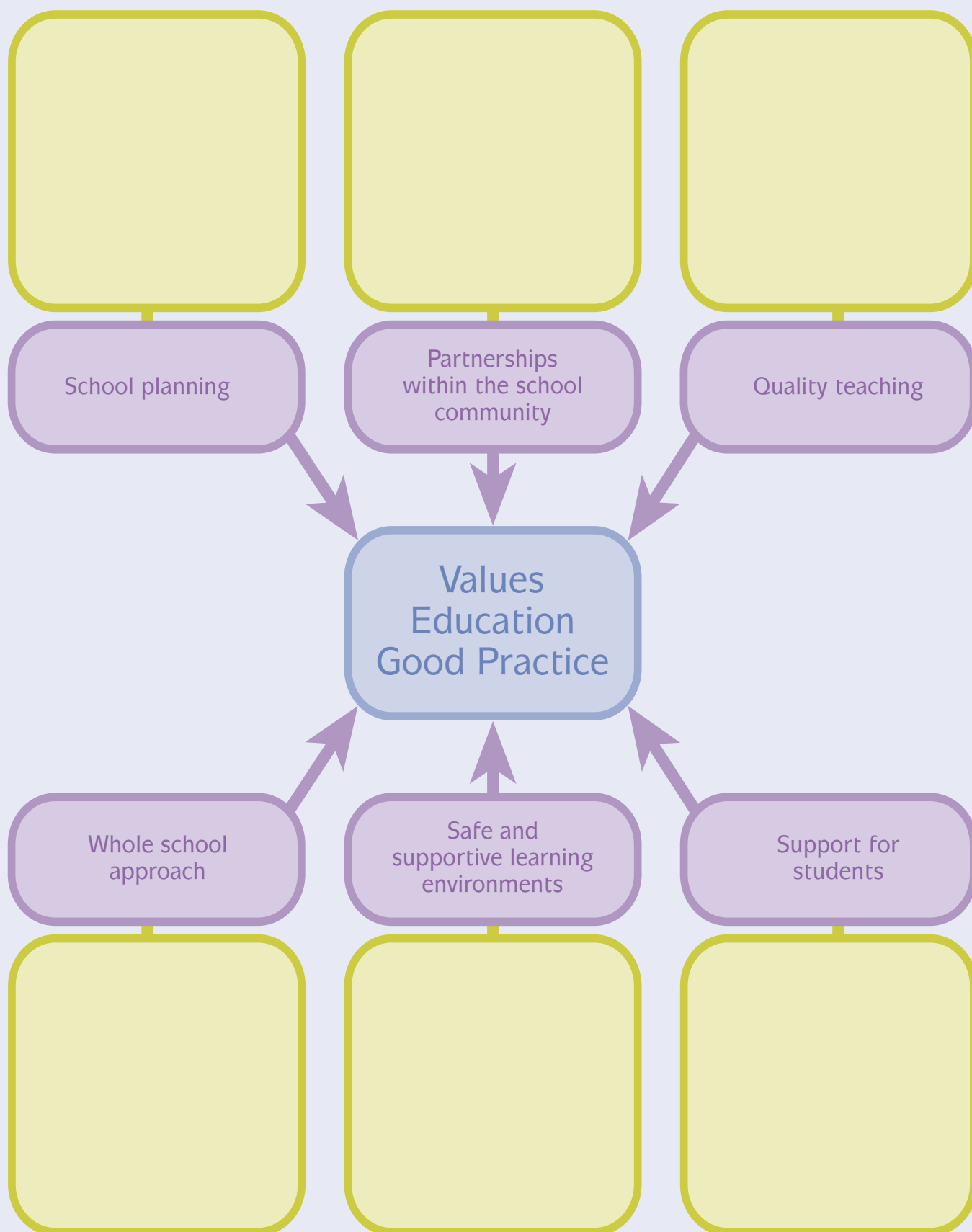
<i>National Framework</i> and other values	Values incorporated into school's vision statement and policies				Values incorporated into broad school programmes			
	H	M	L*	EVIDENCE	H	M	L*	EVIDENCE
Care and Compassion								
Doing Your Best								
Fair Go								
Freedom								
Honesty and Trustworthiness								
Integrity								
Respect								
Responsibility								
Understanding, Tolerance and Inclusion								

* H = to a high degree

Medium = to a medium degree

L = to a low degree.

Handout 2.2: Values Education Good Practice – Key Elements



Handout 2.3: Two views of values education



Ms Susan Pascoe

In her keynote address to the 2005 National Values Education Forum, Ms Susan Pascoe, the Director of the Catholic Education Commission of Victoria, argued that 'we cannot afford the narrow comfort of focusing solely on the values we developed ourselves for Australian schools – as good as they are. Instead we need to consider them in the light of local and global realities and the social, geopolitical and technological environments in which we live.' She also highlighted the importance of schools practising the values they teach: 'Unequal learning opportunities, inconsistent discipline, lack of follow up on absenteeism or lack of pastoral care will all speak volumes to students about the real values in the school.'

(Note: A copy of the keynote address, *Values Education: Setting the Context*, can be downloaded from the Values Education website at <http://www.valueseducation.edu.au>)



Ms Susan Pascoe, Executive Director, Catholic Education Commission of Victoria

Emeritus Professor Brian Hill

Western Australian values education specialist, Emeritus Professor Brian Hill, suggests three other essential elements in any approach to values education:

- a 'the right of students to know the nature and sources of the values impacting on them;
- b the development of their capacity to empathise with these values, and also to evaluate them; and
- c the encouragement of commitment to worthy values.'

(A copy of the keynote address, *Values Education in Schools: Issues and Challenges*, can be downloaded from the Values Education website at <http://www.valueseducation.edu.au>)



Emeritus Professor Brian Hill

Handout 2.4: Children's Manifesto



Explanatory note

This *Children's Manifesto* is a composite identikit of what 3,000 Victorian schoolchildren (from all systems and from primary, middle and senior secondary years) would wish for as their ideal school. The Manifesto was developed by *The Age* newspaper education staff following a competition in which they invited Victorian students to tell Victorians about the school they would like. The newspaper received 3,000 entries.

John Kliner/The Age. ©The Age. Reproduced by permission

Unit: 3 Developing values education in your school



Context

All schools are currently engaged in the teaching of values, either implicitly or explicitly. Many schools are well established as far as thinking about and implementing values education. Others are just beginning a more formal and focused process. The *National Framework* makes it clear that values education is a matter for the whole school community and consequently a whole school approach to planning, implementation and review of values education is needed.



Students, Glendale Primary School, NSW

This unit provides an explanation of a whole school approach to values education and an opportunity to look at elements of the whole school approach in relation to your school.

Defining a whole school approach

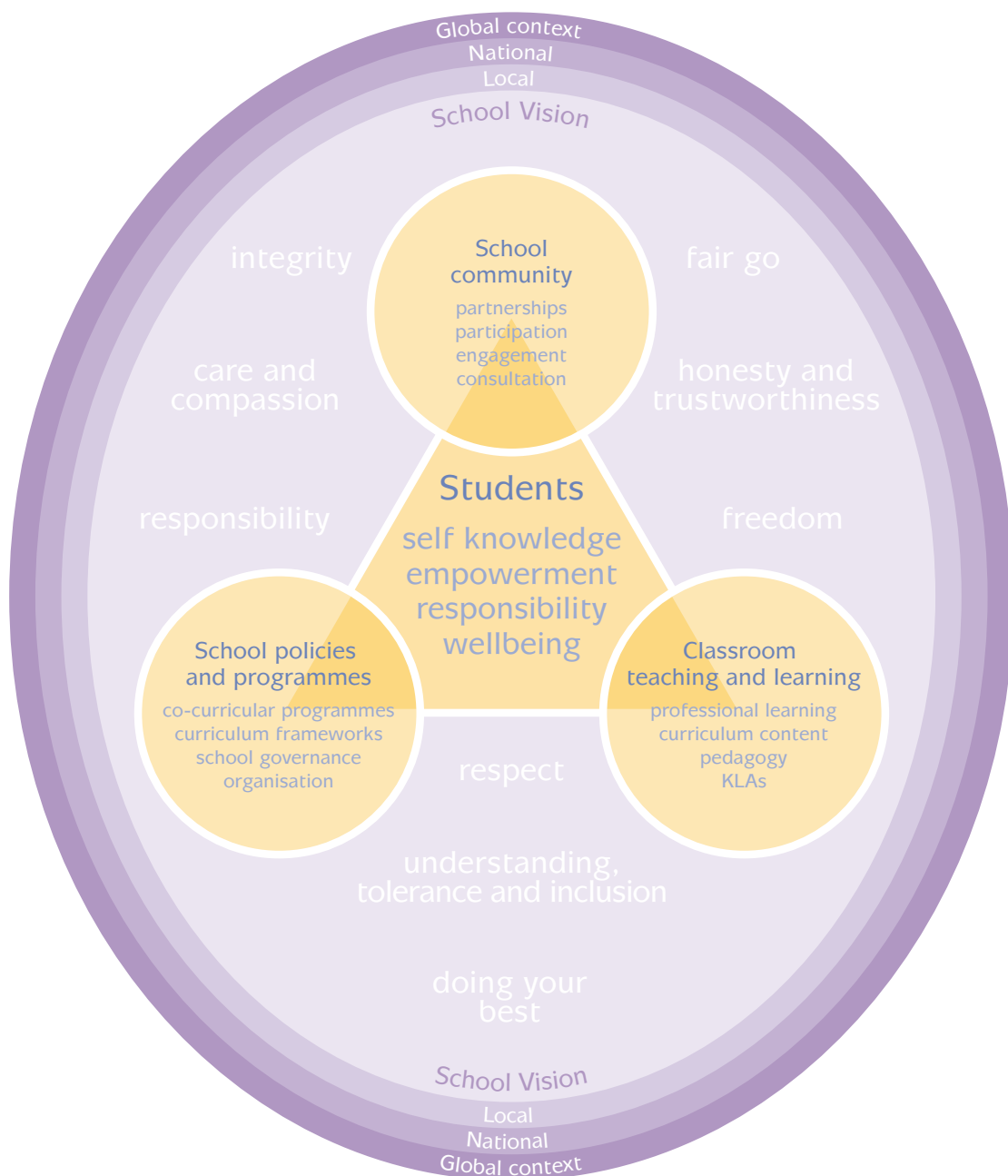
A whole school approach is one that involves all the members of the school community (students, staff, parents and carers, and other community members), and works across all areas of school life. It implicitly acknowledges that learning occurs not only through the formal curriculum, but also through students' daily experience of life in the school – and beyond.

A whole school approach to values education:

- promotes the sense of ownership of all stakeholders in developing student learning;
- assists in ensuring that the messages about values, both in principle and in practice, are consistent and coherent;
- provides peer support and reassurance for teachers whose classroom approaches are affirmed at a whole school level;
- encourages broad parent and student participation in the school and joint ownership of decisions; and
- increases the sustainability of programmes should there be changes or movement out of the school by key individuals.

The poster on page 20 illustrates the different elements of the whole school model and how they interrelate.

A Whole School Approach – Values Education for Australian Schooling





Explaining the model

School vision

A school vision (or mission) statement defines the shared vision of the school community and explicitly states the community's core shared values. It is the focus for all planning decisions and influences all other parts of the school's endeavours.

School policies and programmes

Policies and programmes include the range of policies that frame school practice and reflect the values outlined in the school vision statement – policies such as welfare, discipline, student participation; the organisation and structure of the school's governance; the timetable and allocation of resources; and programmes operating across the entire school such as pastoral care, student leadership, assembly programmes and school celebrations of community and national events.

Classroom teaching and learning

Teaching and learning encompasses the *what* and the *how* of the curriculum including the values taught, discussed, modelled and practised – what is taught in the formal curriculum, the teaching and learning strategies employed, the classroom climate established by teachers and the consideration given to the diverse learning needs of students.

School community

This area encompasses partnerships, ongoing communication and consultation with parents to ensure that values of schools and home are consistent and understood, and that they reinforce each other – in school governance, developing and reviewing policies and supporting student learning.

The school community, in turn, is part of a wider local community that includes local businesses, local councils, and government and non-government organisations. Supportive partnerships offer opportunities for students to develop knowledge, skills and values such as responsibility, honesty and understanding, tolerance and inclusion through interaction with the community.

Students

Students are at the heart of all the endeavours of schools and their values learning is influenced by all aspects of the school.

The values in the background

The core, shared values which underpin and shape all the endeavours of the school.

Local, national and global contexts

This is the wider world in which the school resides. The school is constantly influenced by these wider societal contexts and also contributes to them through its students and the work of its own community.

Using the model

In the whole school model there are a number of entry points. The way into values education at your school can be through a current priority area such as curriculum review or promoting a supportive environment through student welfare policy. Some schools have begun by focusing on their vision statements, others have reviewed an anti-bullying programme that already operates, and others have started by looking at parent partnerships.

A P–12 school in Victoria used an existing community service whole school programme as a focus for values education:

It is hoped that through community service students will incorporate into their values the idea that they are a part of a community. This helps students to become less self-focused and allows them to develop empathy. It also will direct students towards the idea that in their lives they should be measured by what they contribute to others as opposed to how much they amass for themselves.

A South Australian primary school used a broad community focus to foster their values programme:

We have, over recent times [looked at] the notion of linking more closely with the local community. This has been strengthened through our programmes such as 'Linking the Generations' which involves our middle school students working with elderly citizens and, most recently, involving the whole school community in linking our work to our values.

Activities: Whole school, our school

Aim

To develop an understanding of a whole school approach to values education

Resources

- Poster 2: *A Whole School Approach – Values Education for Australian Schooling* (page 20)
- PowerPoint® Presentation 2
- *Talking Values* DVD-ROM – case studies on Modbury School and Point Lonsdale Primary School
- Case Studies 3.1, 3.2 and 3.3 (pages 23 to 26)

Activity 1 A whole school approach

Use Poster 2 and/or PowerPoint® Presentation 2 to provide participants with an overview of the whole school approach to values education.

On post-it notes teachers write practical examples of values education activities in your school that fit into each of the elements of the whole school approach. (These could include, for example, a classroom topic on cultural diversity in Australia, a school activity for Clean Up Australia Day, a buddy or mentoring programme.)

Discussion questions

Why is a whole school approach important in values education?
What are our school's strengths?
What opportunities exist for more values education?

Activity 2 Ideas from schools

Provide participants with copies of Case Studies 3.1, 3.2 and 3.3 which are from the *Values Education Study*. Note that these case studies are from project schools in the *Values Education Study* and therefore predate the *National Framework* and the nine *Values for Australian Schooling*.

Alternatively, view the primary school case studies from the DVD-ROM *Talking Values*.

Discussion questions

In each case study what practical steps were taken to advance values education?

Are there ideas in these case studies that you think will help values education in our school?

Values Education Team

Compile responses from Activity 1 onto a single-page diagram of the whole school model for further planning by the Values Education Team.



Talking Values DVD-ROM: The 'Tribes' program in action at Point Lonsdale Primary School, Vic



Talking Values DVD-ROM: A student votes in a mock parliament at Point Lonsdale Primary School, Vic

Case Study 3.1: Modbury School, South Australia (Preschool to Year 7)



Developing a whole school approach to values education

Context

Modbury School is a small school of 167 students situated in the northern suburbs of Adelaide in a relatively middle to low socioeconomic area. The school's enrolments had fallen due to a combination of demographic change, higher levels of transience and community perceptions that the school had lost a sense of identity and a shared sense of purpose. Four years ago, the incoming Principal decided to address these issues through a re-culturing of the school based on a values framework for whole school change. This approach has strengthened relationships, re-engaged the passion for teaching and learning and the community has found a renewed commitment and confidence in the school as a place of excellence.

Strategy

A comprehensive consultation process was established in partnership with parents, staff and students that would see the development of a set of values to guide the identity and vision of the school. First, with the staff, the Governing Council and Years 5–7 students, the school used the work of Dr Scott Bristol, based on Brian Hall's book *Values Shift*, to identify people's values priorities from a list of 130 values.

Consultation with parents involved developing an open-ended questionnaire to identify what parents valued for their children's education.

- In the perfect world what would the ideal primary school be for your child?
- What do you want this school to provide for your child? What outcomes would you like to see achieved?
- Identify three to five things we are doing well at Modbury.
- Identify three to five things in which you would like to see further development/improvement.

A summary of the responses concluded that: 'Parents agree they want a primary school to provide a complete education for their children, encompassing an excellent level of academic achievement, life skills, social skills, self-worth within a safe, secure, happy and enjoyable environment.'

Further consultation and professional development with staff involved unpacking the values and the implications. Three values pathways emerged for the school to integrate into a strategic values framework. The three pathways were:

- 1 Values that emphasised a learning pathway that highlighted the need to develop a culture of inquiry and the importance of a love of learning, students striving for excellence and higher order thinking skills.
- 2 An individual responsibility pathway that emphasised students becoming responsible global citizens with respect for themselves and others.
- 3 A working-together pathway that emphasised the need to operate within a safe, respectful environment and valuing being humanitarian.

A Values Reference Group was established involving parents of the Governing Council, staff and Principal in guiding the whole values consultation process, analysis of the feedback and the writing up of the School Values Charter.

Case Study 3.1 continued

Outcomes and advice

Modbury concluded that the values process is developmental and requires the school to clearly articulate a shared understanding of the values and beliefs that underpin and influence our worldview and ultimately our practices. We learnt that our *Foundation* values represent our basic needs and are the basis for living out our *Focus* values. *Focus* values are the values priorities that we choose on a daily basis and describe our current orientation and disposition. *Aspirational* values represent our vision for the future; although we work with these values they are not fully developed. It is within this framework, and guided by the work of Brian Hall that they chose to craft their School Values Charter. (The values are shown in *italics* after each statement quoted from the charter.)

Modbury School: School Values Charter

Foundation values

- As a member of this community we all take responsibility to ensure we have a safe and secure environment. (*safe, self-control, responsible, membership*)
- We value each other and treat each other in an honest and caring way. (*respect, honest, considerate*)

Focus values

- We are building a culture that values inquiry, continuous learning and strengthens relationships. We do this through effective communication and teamwork. (*inquiry, initiating, teamwork, communication*)
- We have the ability and the disposition to be resilient, learn from our experiences and mistakes while providing quality education within a culture of continuous improvement. (*quality, fallibility, inquiry*)
- We create an environment that stimulates wonder and enhances learning for all. (*achievement, wonder, creativity*)

Aspirational values

- Ultimately, we believe in being humanitarian as we strive together to develop knowledge and wisdom in a democratic and holistic way to achieve universal peace, equity and harmony in our world. (*humanitarian, equality, wisdom, knowledgeable, holistic, peace*)
- We practise democratic principles by strengthening our rights and responsibilities in living in a global world. (*democratic, interdependence*)

The community embraced the School Values Charter but feedback indicated parents wanted to identify core shared values. In response, the Values Reference Group identified five core shared values – *Respect, Interdependence, Excellence, Creativity* and *Human Rights*, and subsequently developed an Integrated Values to Action Model that retains all of the 24 values to guide the

strategic directions of the school within a values framework. This framework strengthens personal and community commitment to the values in order to gain congruence between values, beliefs and actions in all its operations.



Principal and students, Modbury School, SA

Case Study 3.2: Harristown State School, Toowoomba, Queensland



‘Caring and Sharing’ – a journey into values education

Context

Harristown State School is situated in a relatively low socioeconomic area of Toowoomba. Some of the problems the school has encountered are:

- high student mobility
- significant behaviour management issues
- variable parent commitment to the school’s vision for quality
- staff, student and community relationships breakdown
- significant levels of violence in the playground.

Strategy

A values education initiative was launched in 1997 to help tackle these issues. It focused on building social literacy – assisting students to establish and maintain quality relationships with all members of the school community. A time was set aside each week for multi-age groups of students from Years 1–7 to talk, share and problem solve issues facing the school and students as individuals. Each year since 1997 this strategy has been refined.

In 2002 when the opportunity arose to be part of the *Values Education Study*, it was decided to choose a specific philosophical and psychological theory as the basis for taking values education further in the school. Choice theory is a theory of human behaviour developed by Dr William Glasser. The school aimed to teach children that the choices they make can be socially appropriate or inappropriate depending on the effect they have on others. The theme ‘Give peace a chance’ was used to explore this. Every staff member received four days training, a team was released to develop a framework and lessons were written for the cross-age groups.

Outcomes and advice

After five years the school has compiled the following data:

- 92% of staff report that staff and community relations are good
- 94% of staff get on well with the students
- 96% of parents say that the school provides good learning opportunities for their child
- 92% of parents report that their child is happy to come to Harristown
- 77% of students report that this is a good school.

This indicates that there has been significant improvement in the quality of relationships over the five-year period.

Some of Harristown’s insights into the process included:

- there is a need to allow staff time to integrate the concepts into what they already do
- teachers can’t be asked to implement a curriculum as important as values education without professional development training as a precursor
- the curriculum must be developed by staff from the school to maximise the degree of ownership from teachers and ensure relevance for the local context.

Case Study 3.3: Albany Primary School, Western Australia

A *Tribes* community

Context

Demographic change over the last five to ten years has seen the enrolment of many more children with 'working class' or non-working parents, more Aboriginal students, and more children who represent a diversity of cultures. New children, the school has noted, were not always readily included, with some even being overtly excluded because they were seen as not fitting in.

Strategy

The school investigated and progressively implemented the *Tribes TLC*® (Teaching and Learning Community) approach, which 'methodically teaches a school how to engage teachers, administrators, students and families to work together as a learning community dedicated to caring and support, active participation and positive expectations for all young people in the circle of concern'.

The school participated in an 18-month process where:

- a core group of staff trialled parts of the process;
- the school engaged a consultant to assist with the theoretical background to the process and implementation of some strategies; and
- a School Parliament was established to discuss issues raised in class Community Circles, which are used on a daily basis as part of the *Tribes* process to open up dialogue in the classroom and allow every student an opportunity to be heard.

Outcomes and advice

The school has commenced surveying students and staff, and will extend its survey to parents, to generate baseline data against which progress can be measured after further implementation of the programme.

But even at this early stage, the school has observed 'a positive shift in relationships within classes and the playground', a 30 per cent reduction in behavioural referrals to the deputy principal and no student exclusions.

Anecdotal evidence collected by the school suggests that 'many children who had struggled for acceptance, and who often had difficulties academically, are now achieving far better results. They are generally more skilled socially and much happier in their environment.'

Parents have been very supportive of the process and 'we have received many reports of the language of *Tribes* being used at home'. Parents have asked for copies of the agreements to put up at home, and formal parents and citizens meetings have a regular *Tribes* report.

The school's strong advice is that success depends on the 'strong commitment' of staff and the school administration, along with support from the school council and regular feedback to the community at large.



Students, Albany Primary School, WA

Unit: 4 School vision and school values



Context

Australian schools generally have vision (or mission) statements that outline the key aspirations for their school and students. In order to support values education these vision statements should contain explicit reference to the school community's values. So that teachers, students and parents share ownership of the stated values, they should develop them in partnership.

Schools in the *Values Education Study* found that focusing initially on the school vision statement provided a sound foundation for further work at the school.

With no values statement in existence and a loose student welfare policy/behaviour management policy, the parent community had become disenchanted, staff morale was low, and students spoke of a lack of direction and of inconsistent approaches. The school community had identified the development of a supportive and unified environment based on an agreed common set of values as a high priority. This provided the catalyst for us to work as a community in order to establish a common set of values.

(SA Primary)

Activities: Reviewing your school vision statement

Aim

To review the school vision statement in the light of *National Framework* values and propose ways of making the statement explicitly articulate school values

Resources

- Handout 4.1: Sample school vision statements
- A copy of your school's vision statement

Activity 1 Examining samples of a vision statement

Provide teachers with a copy of Handout 4.1. In groups, teachers read the statements and consider the questions below.

Discussion questions

What do these vision statements tell a student, parent or teacher about the school's values?

In each statement, which values are implied, rather than stated? How can these values be made more explicit? (Ask teachers to rewrite where appropriate.)

Why should school vision statements be explicit about school values?

How might this explicit reference to school values support teachers' work in the classroom and in other areas of the school?

Share responses in a whole group.

Activity 2 Examining your school's vision statement

Provide teachers with a copy of your school's vision statement. Repeat the above process.

Values Education Team

Suggested follow-up: Provide the results of this activity to the school leadership for consideration in any review of the school vision statement. Your findings may also be useful in your school community's values education forum.

Handout 4.1: Sample school vision statements

Statement 1

The mission of Harris High School is to have students graduate as contributing members of society, tolerant of others, empowered to shape their future using knowledge and skills developed in partnership with students, family, community, business and government, within a safe environment.

Statement 2

The primary aim of St David's College is to provide a Christian education for all students that develops their talents and capacities – socially, emotionally, spiritually and academically. This will equip them to meet the challenges of a rapidly changing world. Staff and parents work together guided by the teachings of the Holy Gospel so that all students are provided with opportunities to achieve their full potential in learning and to develop self-confidence, optimism, respect for others, and the achievement of personal excellence. It is our vision that all of our students will participate as committed Christians and as active and informed citizens in our democratic Australian society.

Statement 3

Mitchell College seeks to ensure that all students, regardless of ability, have the opportunity to reach their personal best. It seeks to instil four core values – honesty, integrity, respect and responsibility. In its curriculum offering, the school aims to provide relevant, up-to-date courses with an emphasis on science and technology.

Statement 4

The mission of Brown Primary School is to work with parents and the community to promote the overall growth and development of each child so that s/he will become a productive, healthy, well-adjusted and well-behaved member of society.

(These statements have been adapted from mission statements of actual schools.)

Unit: 5 School governance, policies and programmes



Context

In developing the school's vision statement, schools articulate and clarify a shared set of institutional values. In reviewing policies, processes and programmes, the school looks to ensure that these values are applied consistently across all aspects of school life.

This unit is designed to support schools to:

- unpack their current approaches to values education in the light of their agreed values as expressed in the school vision statement;
- determine and plan for possible revisions in policies and programmes;
- reflect on the ways that school governance and decision-making processes can support values education; and
- create awareness and discussion of the school's values among teachers.

The activities in this unit, while written for a teacher audience, could easily be adapted for use with other members of the school community.

School governance and policies

The *National Framework* emphasises the importance of partnerships of teachers, parents and students in a whole school approach to values education. School decision-making bodies should reflect the perspectives of all stakeholders to ensure that school values and the decisions that are made reflect the school community in which they are based, and are understood and owned by the community. Each school has decision-making bodies that determine school goals and priorities, procedures and rules, funding priorities, curriculum, welfare and other programmes offered, timetabling and allocation of resources, and evaluation of school objectives. To support effective values education, decisions of these bodies should be made in the light of a school's values education priorities.

School policies follow from the school vision statement. School policies should reflect the values contained in the vision statement and articulate them in regard to particular school goals and practices. This ensures they are consistently implemented and evaluated across the school and understood and practised by all involved in student education. All schools have policies which cover a range of areas including curriculum, welfare, student participation, buildings and grounds, and the school environment. Policy documents also include goals, planning to achieve those goals, and strategies for measuring the achievement of goals.

Representation is one way of ensuring input from parents, students and teachers. The development and implementation of the school's values education priorities involves effective and two-way communication among teachers, students and parents/caregivers. Activities such as school forums, pastoral care programmes, parent-teacher evenings, parent volunteer programmes, year level meetings and orientation activities support communication among groups of stakeholders and can be used for communication and consultation.

School programmes and student participation

The development of student responsibility, resilience and social skills in a range of contexts is a key part of the *National Framework* vision (page 3). 'Resilience' covers a range of qualities, attributes and, ultimately, behaviours including:

- personal responsibility and self-discipline;
- connection to the school and community;
- a sense of school, community and civic engagement, participation and service; and
- overall confidence and self-esteem.

(*Values Education Study*, page 5)

While these attributes are in part developed by good classroom teaching and pedagogy, the involvement of students in a range of school governance and broad school programmes is an essential part of developing positive approaches to schooling and enacting values.

Specific school programmes outside the formal curriculum but linked to it provide opportunities for students to:

- learn about and practise a range of values including responsibility, tolerance and inclusion;
 - develop personal and social skills such as managing their own learning, building positive social relationships, working in teams, and values such as respect for others, care and compassion;
 - learn about making judgements, forming conclusions and making plans for action;
 - develop civics and citizenship understanding and skills, including understanding their identity and roles in the community, the rights and responsibilities of citizens, and values such as fair go, freedom and understanding, tolerance and inclusion;
 - develop understanding of the school and wider community and their own connections to it; and
 - develop a sense of confidence, achievement, self-esteem and identity which complements the learning that takes place in the classroom.
- junior school council which involves students in representations, decision making and working with parents and teachers on mutual goals;
 - community council which involves students working with local government;
 - student leadership programmes which involve all students and provide opportunities for all students to be part of decision-making teams;
 - citizenship awards which can be made by teachers or students;
 - buddy programmes;
 - peer mediation;
 - sister school programmes which involve students in intercultural understanding;
 - student guides for parents and school visitors who are responsible for explaining school values, goals and curriculum;
 - attendance at and participation in religious ceremonies/celebrations/festivals;
 - student fundraising activities which are initiated by students for specific causes.

Primary schools currently provide a wide range of programmes for their students which allow them opportunities to explore and enact values. Examples include:

- whole school assemblies where students run the proceedings, arrange guest speakers and provide commentary for other students;
- year and team level assemblies;
- school sport;
- school camps;



Reconciliation Week, Modbury School, SA



In some schools, opportunities for participation – and the opportunity to learn and practise a range of social skills and values – are restricted to particular groups of students such as those who are good at sport or who are elected to student representative bodies. The value of these programmes, however, is that they are important for all students and should be built into the school programme and provided with adequate resources.

Activities: Reviewing school policies and programmes

Aims

To familiarise teachers with the values articulated in current school policies and provide opportunities for reflection and planning for improvement

To review current co-curricular provision, reflect on the values, skills and knowledge developed in broad school programmes and consider opportunities for participation for all students at your school in the opportunities for learning provided by these programmes

To make teachers aware of the current governance structure of your school and provide opportunities to participate in review

Resources

- Copies of your school policies
- Copies of the school vision statement
- Copies of the nine core values in the *National Framework*
- Handouts 5.1: Reviewing school policies and 5.2: Reviewing school programmes
- An organisational diagram or box chart showing your school's governance and decision-making structures

Activity 1 Examining the policies

Provide each group with copies of two or three school policies, the school vision statement and the nine core values in the *National Framework*. (Allocate school policies to groups so that all policies are covered.)

Explain that groups will conduct a brief audit of the values contained in the policies to ensure consistency with other policies, with the school vision statement and with the values of the *National Framework*.

In groups, teachers read and review allocated policies to identify consistencies and inconsistencies between the policies themselves, between policies and the vision statement and consistency with the *National Framework*. They record their findings on Handout 5.1.

Discussion questions

Are the values expressed in the policies consistent with those in the school vision?

Do the values expressed in the policies match those in the *National Framework*?

Is more work required to link them to the *National Framework*?

Values Education Team

Compile the responses from groups onto a spreadsheet that clearly identifies those policies which might need review. These can be referred to the appropriate school representative body for action.

Activity 2 School programmes

Provide each group with a copy of Handout 5.2.

Explain that they will review the programmes offered at your school to identify the opportunities they offer students to develop social skills and values.

Discussion questions

Which students are part of these programmes? Which are not?

How comprehensive are our school programmes in providing all students with social skills and opportunities to practise the nine values in the *National Framework*?

How can we enhance opportunities for all students to experience this valuable learning?

What other programmes might offer opportunities for our students?

Values Education Team

Compile the responses and recommendations. These can be referred to the appropriate school representative body for action.

Activity 3 School governance and processes

Provide each group with a copy of an organisational diagram or box chart showing your school's governance and decision-making structures.

Teachers analyse the school decision-making structures in terms of representation of parents/caregivers, students and teachers.

Discussion questions

How representative are our representative bodies?

What action can we take to ensure that stakeholders become informed participants in our school decision-making bodies?

What strategies can we use to increase feedback and ownership?

What other issues are there?

Values Education Team

Compile the responses and recommendations. These can be referred to the appropriate school representative body for action.



Talking Values DVD-ROM: Students explore values at Glendal Primary School, Vic

Quick checklist	Yes	No
This policy was recently reviewed.		
This policy contains explicit values.		
This policy contains implicit values that could be articulated more clearly.		
The values contained in this policy are consistent with those in our school vision statement.		
The values in this policy are consistent with the values in the <i>National Framework</i> .		
This policy contains values that are consistent with other school policy documents.		

(For example: suggestions for improving the consistency with the school vision statement, suggestions for more explicit incorporation of the nine *Values for Australian Schooling*)

Handout 5.2: Reviewing school programmes

Co-curricular programme	Who is involved (for example: Year 6, elected representatives)	Social skills learnt in this programme	Values practised in this programme

Unit: 6 Classroom teaching and learning



Context

Part of the *National Framework* vision seeks to ensure that values are incorporated into teaching programmes across the key learning areas and that the outcomes of values education practices are reviewed (page 3). The guiding principles and key elements of good practice provide elaboration of this vision. Effective values education teaching and learning:

- reflects the school's values education priorities;
- recognises that values interact with and are integral to all key learning areas;
- helps students understand and apply values;
- includes curriculum which meets individual learning needs;
- is provided in a supportive environment where students are encouraged to explore values;
- reflects good practice pedagogy;
- supports the development of social and civic skills;
- builds student resilience and responsibility;
- develops local, national and global responsibility;
- is introduced to students at an appropriate learning stage; and
- has clearly defined outcomes.

(*National Framework*, pages 5–7)



Students, Penola Primary School, SA

Learning values in the primary school

Students in the early primary years learn values in familiar contexts – home and family, school and local community. The family is the first learning environment for students and provides them with a sense of belonging, social skills and experiences, and learning of values such as respect, honesty, fairness and care for others – values which underpin families and community.

The school provides young students with an environment for them to build their learning and understandings about values and social skills and about their community and nation. Through their interaction with other students in the classroom and school, students learn about differences and similarities between individuals and groups and values such as understanding, care and tolerance. They learn about the reasons for rules in classrooms and the schoolyard and are supported to practise values such as responsibility and fairness in these contexts.

As students grow older they become aware of their local community, different groups in society, their place in these groups, and about the values and beliefs of others. By the middle years, students increasingly communicate their values and develop an awareness of universal ethics and morality, culture and nationhood. They are also able to empathise with others in local and global contexts, and question the values of Australia's political and legal system. As their understanding broadens, they become increasingly aware of the diversity of values in the community and nation and they are also aware that there is a core of agreed values.

Students practise values modelled and supported by their teacher and the school. In the classroom, they shape and contribute to their learning by working cooperatively with others, taking responsibility for tasks, caring for others and respecting differences and being responsible for their behaviour. In the schoolyard, they enact these values in games and sport and in their relationships with other students. They are supported to understand and practise the responsibilities of

leadership in groups and classrooms and to contribute to the school community.

Primary school students spend the majority of each day with their classroom teacher. This encourages the building of close relationships between the young student and the teacher and provides opportunities for nurturing, bonding and exposure to positive role modelling of important values.

More importantly, the close student–teacher relationship supports the development of a consistent and common language of values which is vital to the implementation of values education in the school community. A common language of values more easily facilitates dialogue between students, teachers and parents and assists students to identify feelings and behaviours that impact on their academic progress and wellbeing. For example, the feeling of friendliness could be reflected through the behaviours of smiling and speaking in a welcoming tone.

Pedagogy and values education

Everything that goes on in a classroom, explicitly or implicitly, consciously or unconsciously, is part of the pedagogy of that classroom. Pedagogy as a set of practices is itself values laden and hence a major driving force in any values education programme. The success of a values education programme will therefore depend on the extent to which the curriculum content is supported by the pedagogy in the classroom.

Teaching and learning practices

Teachers will be aware of the principles that support good teaching and learning practices in the classroom. They will be aware, too, that these principles reflect a changing view of the role of teachers in classrooms, from dispensers of knowledge to professionals who are knowledgeable about the learning process and are able to strategically mediate learning through a broad repertoire of teaching and learning practices. The application of these principles to values education can be seen in the following descriptions.



Students, Lance Holt School, WA

Learning in classrooms occurs through a combination of explicit and implicit teaching practices

Explicit teaching of values involves activities such as:

- devoting classroom time to the teaching of values;
- having a part of the curriculum that deals specifically with values, beliefs, worldviews, spiritual systems and philosophy;
- organising a visual display of values in classrooms, which may be student-generated posters;
- making frequent reference to the poster display as situational opportunities arise for links to curriculum content and classroom management;
- discussing role models to illustrate how people that we admire live these values;
- creating similes and metaphors for the values;
- reflecting on how well an individual, the class and the school are doing with the stated values.

Schools also implicitly teach values. This occurs successfully where there is a match between ideas and actions or behaviours. Explicit values need to be consistent with practices.



Valuable learning in classrooms arises from situational opportunities

Situational opportunities are the unexpected moments that arise in all classrooms where powerful links can be made to *Values for Australian Schooling* and meaningful explicit teaching can take place.

For example, some students are consistently missing out on having a turn on the computers, so a situational opportunity exists to negotiate some rules that ensure all students have a *fair go*; or a text on Indigenous history leads to a discussion of *fair go*, *respect* and *responsibility*.

Teach students how to interact with each other both socially and intellectually

There is a large body of education literature on the skills that students require to work in groups as co-learners. The skills include speaking clearly, listening, asking questions, responding, negotiating and cooperating (Le Cornu, Peters & Collins, 2003). Most of these are skills that underpin *Values for Australian Schooling*. For example, exercising *care and compassion* requires skills of listening, asking questions, responding, negotiating and so on.

Start all explicit teaching from students' current beliefs, understandings and cultural practices

A values education programme, to be effective, will need to create a bridge between what a student already knows and what they need to know. Teachers will be aware of strategies such as brainstorming and the K-W-L chart (What I *know* – What I *want* to know – What I *learnt*) which are commonly used to elicit student preconceptions, prompt further thinking and allow students to articulate their views rather than adopting what the teacher or someone else thinks without reflection. These strategies also give the teacher information to plan learning activities that respond to identified student needs and provide some baseline data about student understandings against which the effectiveness of the teaching and learning programme can be evaluated.

Teach the language of values education and provide students with opportunities to practise the language

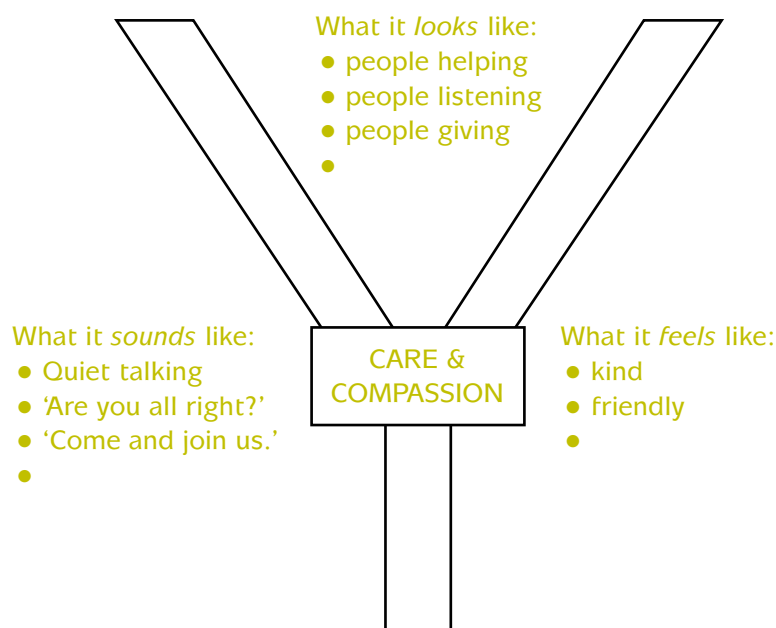
Values are often demonstrated through language choice. *Inclusion*, *tolerance*, *respect* and *care and compassion* cannot be demonstrated if derogatory references to minority groups are allowed or stereotypes remain unchallenged both in and outside the classroom. Other language, such as the language conventions about inviting someone into a group, for example, can be explicitly taught.

Encourage students to participate in dialogue, seek elaboration of students' initial responses, allow wait time after posing questions, and use cognitive organisers to prompt deeper levels of thinking

Teachers will be familiar with all of these strategies, which can have particular application in values education. The social



Students, Glendale Primary School, NSW



aspect of learning about values through dialogue with others, for example, is consistent with the nine *Values for Australian Schooling*, as the diversity of viewpoints enriches learning and enables tolerance and respect for others' views to flourish. Moreover, if students are to engage with moral and ethical issues, then deeper levels of thinking need to be probed. Using a cognitive organiser such as the Y chart above, allows students to visualise the value under focus. If a record of student work is maintained throughout the year and visually displayed, students may add to it as their understandings are refined and new links are made.

Teach for connection and transfer by providing opportunities for reflection

Again, teachers apply this principle as a matter of course. In terms of values education, they can assist students in identifying which values impact on current events and issues or extend students' thinking and understanding by exploring the values in different contexts such as the schoolyard, a local

sporting club, the local community, government, and globally. Students can be asked to reflect on and evaluate what values are at work in different situations.

Extend students' levels of understanding of complex moral and ethical issues by focusing on the process rather than solutions

Issues pertaining to such values as *fairness* have an ethical complexity where a number of valid competing concerns need to be balanced. Students could be asked to consider scenarios and moral dilemmas in which one person's rights conflict with those of another, and to decide how the situation might be resolved.

Recognise that students across 7–8 years of primary schooling are at different points on a developmental continuum

Teachers will understand that just as the general curriculum acknowledges a developmental continuum, so too should the curriculum content of values education programmes. The levels



of complexity, as well as teaching and learning practices need to recognise the developmental needs of students.

Activities: Values education in the classroom

Aim

To examine classroom practice to identify where values education is already occurring and to explore learning strategies and tools which support values education.

Resources

- Handout 6.1: Glossary of teaching and learning strategies and tools and Handout 6.2: Values Education Team integrated curriculum audit
- Nine blank wall charts, labelled with each of the nine core values from the *National Framework*, and other blank wall charts to accommodate extra values endorsed by the school
- Post-it notes – different colours for different teams

Activity 1 Teaching and learning strategies and tools

Provide teachers with a copy of Handout 6.1. In groups, ask them to examine the glossary to identify those strategies and tools that could be used to support values education in the classroom.

In pairs, teachers choose one of the identified strategies or tools and design a values education activity which would be applicable for their class in the context of a lesson or unit which they are about to teach.

Values Education Team

Compile the activities into a booklet for distribution.

Activity 2 Team audit of integrated curriculum

Divide teachers into year level teams or the most appropriate organisational structure relevant to your school.

Give teachers in each team a pad of post-it notes, and ask them to identify where the core values, and school values where relevant, appear in:

- the curriculum content
- teaching and learning strategies
- the assessment procedures at their particular year level.

When teachers have completed this task, ask them:

- a** to sort their post-it notes according to the values
- b** decide whether the example is relevant to curriculum content, teaching and learning strategies, or assessment processes.

They then put their post-it notes on the appropriate values chart.

Discussion questions

Does our curriculum content cover the nine values in the *National Framework*?

What gaps are there in our provision and how can we cover them?

What teaching and learning strategies support values education?

Which strategies are particularly important to support values education in the early years of primary school and the middle years?

Which assessment processes support values education?

Values Education Team

The Values Education Team should collect the responses and in a group meeting complete Handout 6.2. This will provide the basis of an action plan that will consider aspects such as:

- a timeline for the action and responsibilities of various school teams;
- your school's priorities for values education;
- further professional learning for teachers; and
- developing and adapting curriculum to encompass explicit teaching of values.

Handout 6.1: Glossary of teaching and learning strategies and tools

Card cluster	A card cluster is an effective way of grouping ideas. Individually or in groups, students write one idea on a card. The cards are grouped to create a visual display.
Community of inquiry	'Community of inquiry' is central to the understanding of philosophy in schools. The focus is on listening, thinking, challenging and changing viewpoints within a safe environment in which students can take risks in their thinking. Logic and reasoning underpin ideas as each member of the community challenges the thoughts expressed by others.
Forum theatre	A scene is enacted in front of a group. At any time during the drama, observers or actors can stop the performance to ask for assistance or change the focus of the action. Observers may step in and add or take over an existing role.
Futures wheel	This is a graphic organiser that places a future event in a circle in the centre of a document. Consequences from this first event are placed in a second ring of circles, then a third, and so on. The futures wheel identifies expanding consequences.
Hot-seating	A dramatic technique used to deepen understanding. An individual sits in the 'hot seat' and is asked questions which they answer from the point of view of the role they are enacting. For example, they may take/play the role of a character from a book or a movie.
Inside/outside circles	A tactic that facilitates dialogue and builds community. It involves placing students in two circles, one inside the other, with each student in one circle facing a student in the other. A facilitator asks students to discuss a problem or a question. The student on the outside tells the student on the inside how they would attempt to solve it, then the outside person extends the thinking. The outside student then rotates one to the left or right, continuing the discussion or starting a new discussion for a new problem. The facilitator rounds off the discussion at an appropriate time by asking for volunteers from the circles to share their understandings. (Further information can be found in, Bennett, B and Rolheiser, C 2001, <i>Beyond Monet: The Artful Science of Instructional Integration</i> , Bookation Inc, Toronto, page 160.)
Mind mapping	Closely related to concept mapping, mind mapping is a technique for representing related ideas that radiate out from the one central idea. Mind mapping is a useful tool for students to share prior knowledge, to establish connections between ideas and to list ideas quickly without judgement.
Values continuum	A strategy where participants place themselves along a line according to how strongly they agree or disagree with a statement. The facilitator asks for volunteers to justify their stance and participants may alter their original place along the continuum as a result of listening to these justifications.

(From Department of Education Tasmania, *Learning, Teaching and Assessment Guide*. For full glossary see <http://www.ltag.education.tas.gov.au/glossary.htm>)

Handout 6.2: Values Education Team integrated curriculum audit



Classroom practice	What values from the <i>National Framework</i> do we do well in the formal curriculum?	What can we adapt to meet the spirit of the <i>National Framework</i> ?	What new things do we need to do, and where do they fit in the school curriculum?
Curriculum content			
Teaching and learning strategies			
Assessment			



Unit: 7 Values education and the school community

Context

The *National Framework* emphasises the importance of partnerships within the school community in building an effective whole school approach to values education. Effective partnerships are seen as one of the foundations for strengthening values education as a core part of schooling.

What is the school community?

The primary partnership of any school community consists of the parents, the students and the school staff. Other significant partners in the school community include those groups who interact directly with the school in an ongoing way to contribute to the school activity. These may include partners that work with the schools to engage students locally, nationally and globally. They could include a broad range of partners such as local councils, sporting clubs, 'feeder' schools, universities, local businesses, past student associations, church groups, and parliamentary offices, national institutions, sister schools in other countries and international organisations.

A community by definition suggests a group of people organised and unified to achieve a common purpose. A community shares an identity and common activity. For values education in schools this common purpose and shared activity are fundamental to the quest for a shared understanding and agreement about the values the school fosters. They are also essential for the promotion of consistency in the modelling of the values that students are encouraged to adopt.

Parents and caregivers

The role of parents in school education

The evidence is consistent, positive, convincing and hardly surprising: families have a major influence on their children's achievement in school and through life. When schools and families work in partnership, children tend to do better in school, stay in school longer, and like school more. In highly effective schools, parents and families are encouraged to take

an active role in discussing, monitoring and supporting children's learning and are involved in setting goals for the school and in developing school policies.

For example, in his research on what makes for highly effective schools (which he defines as those achieving high standards for their students regardless of gender, family background or socioeconomic circumstances), Professor Geoff Masters, the CEO of the Australian Council for Educational Research, lists six characteristics of highly effective schools. One of them is the encouragement of parents to 'take an active role in discussing, monitoring and supporting their children's learning' and to be 'involved in setting goals for the school and in developing school policies' (Masters, 2004).


Similarly, Education Queensland's (2000) 'Implementing Partners for Success' highlighted the importance of family-school partnerships in improving educational outcomes:

The failure of past initiatives to substantially improve educational outcomes for Aboriginal and Torres Strait Islander students is in large measure a failure of schools to work in partnership with communities, to acknowledge the critical role played by parents in their children's education, and to respond in both sensitive and practical ways to the cultural and social contexts of diverse communities.

Teachers are also part of the case for strengthening family-school partnerships. Teachers, it is argued, with a greater knowledge of the benefits of building partnerships and valuing the role of parents, will be able to contribute more to improving the school experience for students.

Parents and schools in values education

Parents and caregivers are primary partners in school-based values education. As children learn their values and attitudes first and foremost in the family environment, parents and caregivers are the first educators of their children and therefore have a significant influence on their children's values learning and development. Later, parents reasonably expect that their values will be reinforced by schools.



Although the influence of parents in values formation is of far greater importance than that of the school, many parents choose to send their children to schools that they believe will best foster the particular values and beliefs that they hold dear. The *National Framework* recognises this fact and the existing values education preferences, policies and programmes already in place in education jurisdictions and Australian schools. It also recognises 'that there is a significant history of values education in government and non-government schools drawing on a range of philosophies, beliefs and traditions' (page 1).

In this context, the Framework reflects the belief that a partnership approach between schools and parents and caregivers in values education is critical.

Effective school-based values education must include effective consultation with parents and caregivers on values to be fostered and the values education approaches to be adopted. It also includes involving parents and caregivers as part of the school community in the implementation and monitoring of values education programmes and encouraging parents to explore their own values along with teachers and students in the light of the core shared values (as expressed in the *National Framework*).

Increasingly, an active and productive family–school partnership is seen as a key element in a healthy school environment that fosters the best outcomes for students (see the *Family–School Partnerships Framework* in Appendix 4). Such is the importance given to the development of shared community approaches in the development and implementation of values education that the Australian Government is providing funding for each school in Australia to conduct its own school community values education forum between 2005 and 2008. (Further information about this initiative can be found in the kit booklet: *Values Education Forums: Engaging your school community*.)

The wider school community

The main and most important values education consultation within the school community involves parents, students, school leadership, the teachers and school ancillary staff. Increasingly, many schools are also engaging in collaboration with their wider community partners. These partners should also be involved in the values education development at the school.

Each school will have its own unique partnerships and special relationships with people and organisations outside the school gate. A sample list might include:

- local council;
- local RSL or veterans association;
- sporting clubs and arts groups;
- State, Territory and Federal parliamentarians;
- volunteer groups such as Clean Up Australia, Rotary and the Country Fire Authority (CFA);
- local businesses that sponsor school events or host student work experience;
- cultural institutions such as libraries, museums and art galleries;
- other schools;
- local Indigenous councils;
- religious and church groups;
- community service organisations such as environmental and welfare groups;
- media organisations such as newspaper, radio and television stations;
- international organisations such as Red Cross, Community Aid Abroad, UNICEF and Amnesty International; and
- TAFEs and universities.

How might these wider school community partners be engaged in the school's approach to values education? Some may take a direct role in the consultative process and through participation in school governance. Whatever their level of engagement, direct or implicit, the wider school community can impact on the development of values education in several important ways:

- schools need to ensure that community partners are aware of and can support the explicit values that the school is fostering with its students so that the partners can reinforce these values in their interactions and modelling with the students; and
- community partners can offer real opportunities for students to safely experience, apply, internalise, enact and reflect on the values that they have come to cognitively know and understand in school-based values education.

In this unit, teachers will consider the ways that they as individuals and the school as a whole can involve parents and the broader school community in partnerships, consultation and communication to support the values education needs of students.

Activities: Reviewing the parent and school community partnerships

Aims

To examine the current and possible ways that your school might improve its partnerships with parents to support improved values education for students

To examine how wider school community partners can be engaged to support the school's values education approach

Resources

- Handout 7.1: Review of the parents–school partnership
- School community partnership list – a list of four main partners your school works with to support its programmes
- Handout 7.2: Values Education Team integrated curriculum audit (4 copies)

Activity 1 Reviewing the parents–school partnership

In pairs or groups, teachers spend 10 minutes discussing and completing Handout 7.1.

Discussion questions

What are the strengths of our current practice in relation to parent participation in our school?

What opportunities are there for further participation?

What strategies might improve the quality and level of parent participation at our school?



Reconciliation Week activities, Modbury School, SA



Activity 2 Engaging the school community partners

In groups, teachers share their views on the role of each of the listed school community partners in terms of the services and support they bring to the school's activities and the development of students' values learning in particular.

Using Handout 7.2 (one for each listed partner), teachers identify how the school community partner is currently engaged in:

- a** knowing and understanding the school's explicit values
- b** how their contribution supports the students' values learning.

Using Handout 7.2 (one for each listed partner) the group identifies and then discusses several practical strategies to ensure that school community partners share a common understanding of the explicit values the school fosters. They also need to identify how their partnership activity could support the school's values education priorities.

Discussion questions

What do these school community partners currently bring to the values education development of our students?

What are the strengths of our current practice in relation to ensuring our school community partners understand and support the school's explicit values?

What strategies might improve the school community partners' understanding of our school's values and how might the school further build the partnership to better support its values education priorities?

Values Education Team

Compile responses and recommendations. Refer Handout 7.1 to the appropriate school representative body for consideration and action.

Convene a meeting with the listed key school community partners and conduct a review of their engagement to gather their perspectives. Refer both the teacher and the parents' responses and recommendations to the appropriate school representative body for consideration and action.



Talking Values DVD-ROM: Parent from Modbury School, SA, discusses values at her school

Handout 7.1: Review of the parents–school partnership

Current practice	Agree	Disagree	Don't know
Parent/caregiver participation is a high priority at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers and parents at this school have shared values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents understand the values being promoted by this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents have a good understanding of the school's vision, goals and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents have a good understanding of curriculum and assessment policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents have a good understanding of broad school programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom teachers have regular opportunities to meet and share opinions with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents are represented on school governance bodies that determine school policies and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents are regularly surveyed to determine their needs and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are regular meetings at school to inform and discuss with parents such things as: school curriculum, homework policy, links between home and school learning, ways parents can help motivate students, career options for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has strategies to ensure that parents from all ethnic and socio-economic groups are actively included in school governance and school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides induction, training and support to parent leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school communicates regularly with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has a parent handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school provides a welcoming environment for parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities are provided for parents, teachers and students to work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Handout 7.2: Values Education Team integrated curriculum audit



Name of the school community partner:

Nature of contribution to the school:

Current extent of knowledge of our school values	
How their current contribution supports students' values learning	
Strategies to improve their understanding of our school values	1 2 3
Strategies to strengthen partner's contribution to our school's values education priorities	1 2 3



Appendix: 1 Glossary

The following selection of values education terms is a sample of a longer, more comprehensive glossary for values education that can be explored on the Values Education website (<http://www.valueseducation.edu.au>).

Beliefs: A belief is an idea about the real world which the believer regards as either probably or certainly true. 'The search for knowledge may be described as a search for justified, true beliefs.' (Hill, 2004)

Ethics: The terms 'ethics' and 'codes of ethics' are often used in ordinary language to mean the same thing as 'morals' and 'moral codes' and in that usage, they are the same. To act ethically is to act morally. But the term 'ethics' is also used in a more specialised sense to represent the study of moral reasoning, as carried out in universities. The discipline of ethics or 'moral philosophy' studies the use of moral language, the ways different people have attempted to justify moral codes, and how to handle moral dilemmas when two or more moral values appear to conflict with each other.

Guiding principle: A statement encapsulating a fundamental concept for action that guides effective practice. The principles in the *National Framework* are recommended guidelines for providing improved values education in schools.

Moral code: Typically, individuals develop a more or less integrated complex of moral values to guide their own lives, which may be termed their personal moral code. This process occurs not only through their own moral reasoning, but is likely to have been influenced by upbringing and strong moral traditions in the surrounding culture.

Morals: The word 'moral' derives from the Latin referring to 'manners' and 'custom'. In modern use it makes a stronger claim for attention. 'Morals' relate to those rules or principles of human behaviour which produce 'good' or 'right' conduct.

School community: The school community is generally considered to include students, families, school staff, other professionals, other support staff and volunteers.

Student resilience: Refers to student capacity to cope, to adjust and to maintain a state of wellbeing during challenging phases of personal development. The *National Framework* sees values education as a way to help build student social skills and resilience. Resilience often refers to a range of what might be called 'coping strategies' or self-management qualities such as:

- personal responsibility and self-discipline
- connection to school and community
- participation and service in school, community and civic activity
- overall self-confidence and self-esteem.

Values: In the *National Framework* values are defined as 'the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable' (Halstead, Taylor and Taylor, 2000) and as 'the ideals that give significance to our lives, that are reflected through the priorities that we choose, and that we act on consistently and repeatedly' (Hill, 2004).

Values education: The *National Framework* describes values education as: Any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values, and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community.

Virtues: The term 'virtues' is generally applied to values in the moral domain, and has a positive value loading. A moral value that is considered to be very good is often called a virtue, whereas an immoral value, such as dishonesty, is called a 'vice'.

Appendix: 2 References and further reading



How to use the Professional Learning Resources

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Units 1 to 6

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Watson, J 2001, 'Social constructivism in the classroom', *Support for Learning*, vol 16, no 3, NASEN.

Zins, J et al. 2004, 'The scientific base linking social and emotional learning to school success' in *Building academic success on social and emotional learning: what does the research say?* <http://www.casel.org/downloads/T305c01.pdf>

Unit 7

Education Queensland 2000, *Implementing Partners for Success* http://education.qld.gov.au/students/jnt-venture/atsi/success/docs/imp_plan.doc

Masters, G 2004, 'Beyond political rhetoric: The research on what makes a school good' in *Online Opinion* <http://www.onlineopinion.com.au/view.asp?article=2100>



Appendix: 3 Values education and States and Territories

In this section you will find an overview of the States' and Territories' approaches to values education.

Australian Capital Territory

The publication in 2005 of a set of principles and a framework, *Every Chance to Learn Curriculum for ACT Schools (P–10), Principles and Framework (Phase 1)* for the new curriculum for ACT schools, Preschool to Year 10, represents the completion of the first phase of Curriculum Renewal.

Educational purpose of curriculum

The purpose of curriculum is to develop each student as a learner, as a person, as a community member and as a contributor to society.

The purpose statement places student learning and development at the centre of curriculum. The curriculum develops students as learners and as people, empowering them with the knowledge, understandings, capabilities and values to participate fully in the community and contribute to society.

The purpose of the curriculum is to develop each student:

- as a learner ...

The core business that distinguishes school as a social institution is the development of children and young people as learners. Curriculum develops the skills and attitudes for lifelong learning that are vital to the success of students in school, further education and training, and in the workplace.

- as a person ...

Curriculum provides the foundation for each student's intellectual, physical, social, emotional, moral, and spiritual development, enabling them to discover their capabilities and talents through a balanced education of the whole person.

- as a community member ...

Curriculum prepares students with the knowledge, understandings, capabilities and values to be active, informed citizens and to participate in the social and economic life of the community.

- and as a contributor to society.

Curriculum develops students as critical thinkers, problem solvers and innovators. It supports students to apply their knowledge to their experiences beyond school and to contribute to local, national and global society.

Essential Learning Achievements

Essential Learning Achievements are statements of what is essential for all ACT students, Preschool to Year 10, to know, understand, value and be able to do. Each Essential Learning Achievement is a rich and meaningful description derived from the overarching Educational Purpose of curriculum.

There are 36 Essential Learning Achievements; at least one-third are directly linked with values education.

Further information: <http://www.decs.act.gov.au>

New South Wales

Values in NSW public schools (2004) sets out the NSW approach to values and values education in public schools. The document is available at:

http://www.schools.nsw.edu.au/media/downloads/schoolsweb/homepage/minister_vnswps.pdf

It identifies nine core values which underpin every area of school life and are taught explicitly in classrooms and through activities and relationships of the school and its community.

NSW public schools have always taught the values that are the basis of law, customs and care for others in our society and that are common to a range of secular and religious world views.

The nine core values are:

- integrity
- participation
- responsibility
- fairness
- democracy
- respect



- care
- cooperation
- excellence.

The NSW approach to values education:

- involves community consultation, statements of values, school programmes and teaching and learning strategies that demonstrate how to make values explicit in a range of learning contexts
- promotes whole school approaches that focus on relationships, policies procedures and teaching
- emphasises reflection, explicit teaching and discussion of the core values within the school community
- avoids the containment of the teaching of values to one-off programmes, often additional to the curriculum or focusing on only one area of teaching or school activity
- provides opportunities for students to explore the values that lie behind diverse community attitudes to political issues and social concerns.

Further information: <https://www.det.nsw.edu.au>

Northern Territory

The Northern Territory Curriculum Framework's (NTCF) principal goal is the development of students as Lifelong Connected Learners through:

- the EsseNTial Learnings
- eight Key Learning Areas (KLA) and Indigenous Languages and Culture
- cross-curricular perspectives.

Values are embedded throughout the NTCF, with its principles of a developmental approach, partnerships, inclusivity and flexibility.

The Northern Territory EsseNTial Learnings are organised into the Inner Learner, Creative Learner, Collaborative Learner and Constructive Learner domains. The domains are each guided by a key question:

Inner Learner: Who am I and where am I going?

Creative Learner: What is possible?

Collaborative Learner: How do I connect with and relate to others?

Constructive Learner: How can I make a useful difference?

The EsseNTial Learnings outcomes provide students with the understandings, skills and dispositions to know and apply values. The EsseNTial Learnings have been mapped flexibly against the nine agreed *Values for Australian Schooling* and reflect both the personal and social dimensions of values education.

Many KLA outcomes specifically address values issues. A few examples are shown below.

- The Enhancing Personal Development and Relationships strand of the *Health and Physical Education* Learning Area focuses on:
 - physical, social and emotional development throughout life
 - sexuality and the challenging of stereotypes and shaping of identity
 - changing roles, expectations, responsibilities and relationships
 - effective relationships in the family, school, sport, work team, peers
 - understanding the significance of community values, attitudes and standards of behaviour.
- The *Science* Learning Area includes a strand on Working Scientifically through which students learn to make decisions and take responsible action in their society (Acting Responsibly) and examine the relationship between the nature and direction of science and society's perspectives and values (Science in Society).
- The *Studies of Society and Environment* Learning Area includes a strand on Values, Beliefs and Cultural Diversity through which students:
 - assess the presence of core values in Australia
 - explore cultures for difference viewpoints, life choices and ways of living

- examine relationships within and between individuals, families, groups and society
- investigate the influence of values and beliefs on attitudes, actions, behaviour and interaction within and between groups, communities and societies.

Cross-curricular perspectives and learnings with strong values dimensions are Learning Technology, Environmental Perspectives, Indigenous Perspectives and Studies of Asia:

- Learning Technology includes the domain of ICT in Society for learners to gain an appreciation and understanding of human and ethical issues as they relate to ICT.
- Environmental Perspectives promotes sustainable use of resources.
- Indigenous Perspectives emphasises the significant role of schools in the Reconciliation process and in promoting student understanding of Indigenous heritage.
- Studies of Asia outcomes include an understanding and appreciation of the diversity and commonalities of cultural values within Asian and Australian societies, and commitment to the principles of friendship, peace, social justice, cooperation and mutual respect among all peoples and nations, with a particular focus on the peoples of Australia and Asia.

Further Information:

<http://www.deet.nt.gov.au/education/ntcf/index.shtml>

Queensland

The **Queensland Department of Education's** 2004–2008 Strategic Plan, available at <http://education.qld.gov.au/strategic/planning/pdfs/strategicplan2004-08.pdf>, commits to the following values:

Excellence – setting standards and delivering high quality educational services

Inclusiveness – recognising diversity and treating all people with respect and dignity

Participation – encouraging community participation and involvement

Safety – creating safe and tolerant learning environments for all

Accountability – upholding the standards set for effective performance of educational and professional services.

These are supported by the guiding values and principles in *the Curriculum Framework for Education Qld Schools Yrs 1–10* (http://education.qld.gov.au/public_media/reports/curriculum-framework/html/guide.html). These are:

- Education as a social investment
- Balanced responsibilities
- Ideal school environments
- Futures-oriented curriculum
- Differentiation
- Accountability
- High expectations for student achievement and teacher/school development
- Teacher professionalism
- Knowledgeable community.

The **Queensland Studies Authority (QSA)**

(<http://www.qsa.qld.edu.au/index.html>) which is responsible for creating the syllabus documents for Queensland schools, has defined the common curriculum for all schools in Queensland in terms of the nationally agreed eight key learning areas: The Arts, English, Health and Physical Education, Languages other than English, Mathematics, Science, Studies of Society and Environment, and Technology. Values statements and references are mentioned throughout these documents.

The key learning areas identify a core of essential elements to be addressed by all students during the years of compulsory schooling. These core elements combine with a number of integrative elements called *cross-curricular priorities*, including literacy, numeracy, futures perspective and life skills. Values play a major role in the life skills and futures perspective areas.



The Queensland school curriculum is designed to assist students to become *lifelong learners* and to develop the valued attributes of a lifelong learner. A lifelong learner is:

- a knowledgeable person with deep understanding
- a complex thinker
- a creative person
- an active investigator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.

The *National Framework for Values Education in Australian Schools* complements the values promoted by the three schooling sectors as well as those of the Queensland Studies Authority.

South Australia

South Australia's public care and education system is underpinned by intrinsic and enduring values, beliefs and philosophies which are reflected in the Department of Education and Children's Services (DECS) *Statement of Directions 2005–2010*. The values of cooperation, excellence, fairness, integrity, respect and responsibility guide student and adult behaviours, work and practice at DECS sites. 'These values are interconnected and espoused in strong terms and it is DECS' aim that we live and learn by them.'

The *South Australian Curriculum, Standards and Accountability Framework* places values and values education at the centre of the curriculum through the Essential Learnings, Equity cross-curriculum perspectives and Learning Areas. Values associated with social justice and equity are an integral part of the Framework with an expectation that all children and students achieve success through the curriculum entitlement.

Values are embedded in the understandings, dispositions and capabilities described in the five Essential Learnings – *Futures, Identity, Interdependence, Thinking and Communication*. As learners demonstrate the Essential Learnings, they are enacting and indicating ethical understandings and capacities as well

as conceptual understandings. The successful development of capabilities and dispositions requires pedagogy and curriculum that has an explicit focus on how values inform the way individuals and communities engage with the world.

For example, in the Framework there is an expectation that all students develop:

- critical understandings and ways of acting to confront the forces which shape unjust social practices and relationships
- ways of knowing that give them access to the bases of their own understandings and knowledge
- the capabilities and dispositions to apply such ways of knowing in dialogue and debate with others, and to take action to be responsible citizens.

Values are important aspects of the Learning Areas, with particular emphasis in Society and Environment and Health and Physical Education. Inquiry learning involves children and students investigating and analysing the influence of values, attitudes and beliefs. In challenging ideas, they consider the contested nature of values and their capacity to serve the interests of some groups over those of others. In learning to make informed choices, learners question and explain diverse worldviews and opinions, and consider how different moral codes and value systems are shaped by social influences such as religion, family, culture, and work.

Further information: <http://www.sacsa.sa.edu.au>

Tasmania

The Tasmanian *Essential Learnings Framework* consists of the statement of values and purposes, a description of the learning that is recognised as essential, as well as a set of learning, teaching and assessment principles to guide educational practice and culminating outcomes.

The principles that underpin the Framework state that the curriculum must:

- focus on understanding, deep knowing, rigour and depth
- embody and reflect the values outlined in the Values and Purposes Statement
- enact those purposes described in the Values and Purposes Statement
- interconnect and interrelate knowledge, skills and dispositions within and across the essential areas of learning
- engage learners in authentic achievement
- foster diversity and inclusivity in the achievement of common goals
- include a focus on pedagogy
- describe content that is significant and worth knowing
- clearly state what learning is expected
- build on continuity and coherence for all learners from birth onwards.

The following set of core values and purposes have been identified:

Values

- Connectedness
- Resilience
- Achievement
- Creativity
- Integrity
- Responsibility
- Equity

Purposes

- Learning to relate, participate and care
- Learning to live full, healthy lives
- Learning to create purposeful futures
- Learning to act ethically
- Learning to learn
- Learning how to think, know and understand.

The curriculum is organised into five areas:

- Thinking
 - *Inquiry*
 - *Reflective thinking*
- Communicating
 - *Being literate*
 - *Being numerate*
 - *Being information literate*
 - *Being arts literate*
- Personal futures
 - *Building and maintaining identity and relationships*
 - *Maintaining wellbeing*
 - *Being ethical*
 - *Creating and pursuing goals*
- Social responsibility
 - *Building social capital*
 - *Valuing diversity*
 - *Acting democratically*
 - *Understanding the past and creating preferred futures*
- World futures
 - *Investigating the natural and constructed world*
 - *Understanding systems*
 - *Designing and evaluating technological solutions*
 - *Creating sustainable futures.*

Further information:

<http://www.education.tas.gov.au/ocll/curriculum.htm>

Visit the online website resource, the *Learning, Teaching and Assessment Guide*:

<http://www.ltag.education.tas.gov.au>



Victoria

The Victorian Essential Learning Standards is a whole school curriculum-planning framework underpinned by educational purposes, principles and values. It is based on three interwoven capacities to equip students to:

- manage themselves and their relationships with others;
- understand the world; and
- act effectively in the world.

The Essential Learning Standards are based on three core strands across the stages of learning (Years Preparatory–4, Years 5–8 and Years 9–10):

- *Physical, Personal and Social Learning* – the processes of physical, personal and social development and growth;
- *Discipline-based Learning* – the branches of learning reflected in the traditional disciplines; and
- *Interdisciplinary Learning* – the interdisciplinary capacities needed for effective functioning within and beyond school.

The Essential Learning Standards are underpinned by educational principles that reflect the community's expectations for learning:

Learning for all	proceeding on the basis that all students can learn given sufficient time and support, and that good schools and good teaching make a positive difference to student outcomes
Pursuit of excellence	seeking to accomplish something noteworthy and admirable individually and collectively, and performing at one's best
Engagement and effort	acknowledging that student ability is only one factor in achievement and that, if students work hard and make an effort, they improve

Respect for evidence

seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs

Openness of mind

being willing to consider a range of different views and consider different ways in which evidence is perceived and solutions can be reached.

Values education is embedded in the Learning Focus Statements and Standards across the 16 domains.

For example: in the Standards for the domain of Interpersonal Development, students demonstrate 'care' (Level 1); 'take steps to resolve conflict' (Level 2); 'demonstrate respect' (Level 3); 'display empathy for others' points of view and feelings' (Level 4); 'demonstrate respect for individuality and empathise with others in local and global contexts' (Level 5).

In the domain of Personal Learning, outcomes specify that students: 'actively contribute to the creation of a positive learning environment' (Standards, Level 4); 'demonstrate an awareness of different cultural and societal beliefs, values, and practices, identifying and discussing the effect of ethical issues on learning' (Standards, Level 5).

In the Civics and Citizenship domain, students 'describe democratic values and evaluate how well they are expressed in aspects of the Australian political system. They understand the development of a multicultural society and the values necessary to sustain it' (Standards, Level 6).

Further information: <http://vels.vcaa.vic.edu.au>

Western Australia

People's values influence their behaviour and give meaning and purpose to their lives. In recognising that values also underpin and shape the curriculum, the Curriculum Council has identified and endorsed as one of its Principles, a set of core shared values. While there is a range of value positions in our pluralistic society, there is also a core of shared values. The set of core values has identified the minimum shared values that are considered to be held by members of Australia's multicultural society, incorporating certain shared values distinctive to Aboriginal culture. These agreed values have been created through a process of consensus and wide consultation.

The core shared values are identified in table form in the Appendix section of the *Curriculum Framework*. This table provides an overview of the five clusters with an expanded set of thirty-two values. The five clusters are summarised as follows:

- A Pursuit of Knowledge and a Commitment to Achievement of Potential
- Self Acceptance and Respect for Self
- Concern for Others and Their Rights
- Social and Civic Responsibility
- Environmental Responsibility.

Throughout the development of the *Curriculum Framework*, committees and writers were asked to acknowledge, promote and integrate these identified values through the outcomes in the Overarching and Learning Area Statements. The set of core shared values was also integrated explicitly within the Rationale for each Learning Area Statement. Students are assisted in developing these values through discussion and modelling as part of the learning and teaching process within school communities.

The Overarching Statement describes thirteen Overarching Learning Outcomes to which all learning areas contribute. Values are embedded in all thirteen Outcomes but explicitly articulated in Outcomes 8 to 13:

Active Australian Citizenship

Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.

Cultural Interaction

Students interact with people and cultures other than their own and are equipped to contribute to the global community.

Engage in Creative Activity

Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.

Valuing Personal Growth and Wellbeing

Students value and implement practices that promote personal growth and wellbeing.

Learning Independently and Collaboratively

Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.

Recognising Rights and Behaving Responsibly

Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

Further information: <http://www.curriculum.wa.edu.au/pages/framework/framework00.htm>

Appendix: 4 Complementary educational initiatives



The vision and the approaches outlined in the *National Framework for Values Education in Australian Schools* are supported by a range of other initiatives. Many schools are already implementing these programmes and schools may choose to use these programmes as a starting point for explicit approaches to values education.

The National Safe Schools Framework

The *National Safe Schools Framework* is based on the vision that:

All Australian schools are safe and supportive environments.
(Framework, page 5)

The framework is a collaborative effort by the Commonwealth and State and Territory government and non-government school authorities and other key stakeholders. It incorporates existing good practice and provides an agreed national approach to help schools and their communities address issues of bullying, harassment, violence, and child abuse and neglect.

The Framework recognises the need for sustained positive approaches that include an appreciation of the ways in which social attitudes and values impact on the behaviour of students in our school communities. Such approaches encourage all members of the school community to:

- value diversity
- contribute positively to the safety and wellbeing of themselves and others
- act independently, justly, cooperatively and responsibly in school, work, civic and family relationships
- contribute to the implementation of appropriate strategies that create and maintain a safe and supportive learning environment.

The Framework provides a set of guiding principles for Australian schools and a range of suggested approaches and practical strategies to support schools in the development of a whole school approach which includes developing positive school values, ethos, culture, structures and student welfare in a collaborative way.

The *National Safe Schools Framework* is to be implemented in every Australian school on January 1, 2006.

A copy of the framework, support and implementation materials can be found at:

http://www.dest.gov.au/schools/publications/subject_curriculum.htm


Family–School Partnerships Framework

The Australian Government has developed a draft *Family–School Partnerships Framework* over the course of two national roundtables, held in May and July 2004 in consultation with the Australian Council of State School Organisations (ACSSO), the Australian Parents Council (APC), State and Territory government and non-government school authorities, principals' associations, academics, Indigenous experts, and teachers and students.

The Australian Government is supporting the trialling in schools of the draft *Family–School Partnerships Framework* during 2005. The purpose of the trial is to help refine the draft Framework and measure the impact of genuine family–school partnerships. This trial includes schools in rural and urban locations. The ACSSO and APC websites (<http://www.acsso.org.au> and <http://www.austparents.edu.au>) provide further information.

MindMatters

MindMatters is a programme to support Australian secondary schools in promoting and protecting the mental health of members of school communities. *MindMatters* uses a whole school approach to mental health promotion and suicide prevention. The programme aims to enhance the development of school environments where young people feel safe, valued, engaged and purposeful. Social and emotional wellbeing have been linked to young people's schooling outcomes, their social development, their capacity to contribute to the workforce and the community, and to reducing the rate of youth suicide.



MindMatters bases its approach on international resilience research. Resilience is about how someone copes with the changes and challenges they come across in life and how they 'bounce back'. Positive relationships with members of the family are a key protective factor for young people in developing and fostering their resilience.

The *MindMatters* resources provide a framework and planning tools to assist schools develop structures, strategies, partnerships and curriculum programmes to promote and protect the mental health of all members of the school community. It also includes classroom resources and programmes.

The *MindMatters* resources cover a wide range of topics including:

- how to deal with bullying and harassment
- how to enhance resilience
- how schools can meaningfully work together with students, parents and the community
- how to reduce the stigma attached to mental illness; and
- when and where to get help.

MindMatters encourages schools to work together with their communities, particularly families, to make sure that everything that happens in school promotes the wellbeing of all the students – whether it be in the classroom, in the yard, on the oval, at the front desk or at lunchtime. This 'whole school approach' integrates the school's curriculum, its ethos and environment, and its community links and other partnerships.

Detailed information, including downloadable resources, can be found at the *MindMatters* website:

<http://cms.curriculum.edu.au/mindmatters/>

National School Drug Education Strategy (NSDES)

The *National School Drug Education Strategy* strengthens the provision of educational programmes and supportive environments that contribute to the goal of 'no illicit drugs in schools'. The goal is based on the belief that illicit and other

unsanctioned drug use in schools is unacceptable. While the focus is on educational outcomes, assisting students with drug-related problems and deterring the presence and use of unsanctioned drugs in schools are also addressed.

Funding under the NSDES is directed towards fostering the capacity of school communities to provide safe and supportive school environments for all Australian school students, enhancing school drug education programmes and the management of drug-related issues and incidents in schools.

The 2004–05 Budget affirmed Australian Government support for the *National School Drug Education Strategy* with the following key priority areas identified for 2004–2008:

- funding for whole school programmes for all students and staff to address school drug education policies, practices and curriculum;
- strategies to address the needs of students and staff in the early and primary years of schooling;
- strategies to address the needs of targeted groups, including Indigenous school communities and those in rural and remote regions; and
- monitoring and evaluation.

In addition to funding for the Strategy, drug education forums in every school will be held to inform student decisions about drugs, drawing on peer education strategies. They are expected to involve parents and others in the local school community in further developing young people's attitudes, knowledge and values in relation to drug issues.

To date, much of the focus of the NSDES has been on developing programmes and resources for upper primary and secondary school students aimed at developing students' skills, knowledge, attitudes and values in dealing with drugs and drug-related issues and in promoting resilience in students.

Research tells us that young people who have strong relationships – with their friends, family, school and within their community – are more resilient than others. It also tells us that resilient young people are less likely to engage in a range of high-risk behaviours, including taking drugs.



To help young people develop the knowledge, skills and attitudes they need to become more resilient, a new set of national drug education resources for schools was developed and distributed to schools in 2003–04. The *REDI – Resilience Education and Drug Information* – resources focus on preventing and reducing harm from drug use by building resilience. *REDI* includes materials for upper primary, lower secondary and upper secondary school students as well as professional development materials for teachers and the broader school community. The multimedia resources include videos, CD-ROMs, teacher and facilitator guides and a website (<http://www.redi.gov.au>). *REDI* promotes and provides opportunities for young people to interact and to develop skills such as social competence, autonomy, problem solving and coping strategies.

Other recent resources include:

- Innovation and Good Practice in School Drug Education monographs. A series of eight monographs was developed from this project, which was an action research project undertaken in 90 schools. It sought information about the range of best practice, views and approaches for effective school drug education in Australia.
- Revising and distributing the new *Rethinking Drinking – You're in Control* alcohol education resource, which includes material for use by both Indigenous and non-Indigenous students.

Information on the NSDES and resources can be found at: <http://www.dest.gov.au/schools/drugeducation/default.htm>

Civics and Citizenship Education

Civics and Citizenship Education promotes the knowledge, skills and values that prepare students for democratic participation and are 'part of Australia's common democratic way of life' (*National Framework*, page 4).

Discovering Democracy Programme

Under the Australian Government's *Discovering Democracy* programme (1997–2004) a range of curriculum materials supporting values such as tolerance, acceptance of cultural diversity, and respect for freedom of speech, religion and association were produced and distributed to all Australian schools. The materials are underpinned by the principles of:

- democratic decision making and popular sovereignty;
- government accountability;
- civility, truth-telling and respect for the law;
- the value of individual and collective initiative and effort;
- concern for the welfare, rights and dignity of all people.

(*Introducing Discovering Democracy: School Materials Project*, page 8)

While assisting teachers to promote broadly agreed democratic values, the materials also suggest ways in which teachers can approach contested issues through disciplined inquiry and reflection.

Further funding of \$4.9 million for Civics and Citizenship Education was provided in the Australian Government's 2004 Budget. This includes funding for a national website (<http://www.civicsandcitizenship.edu.au>) and national activities including 'Celebrating Democracy Week' in schools and the National Schools Constitutional Convention through to 2008.

National Assessment

National Assessment of Civics and Citizenship is a MCEETYA project to monitor and report on student performance against the *National Goals for Schooling* and measures both knowledge and dispositions. The first national survey testing of Civics and Citizenship Education (for Year 6 and Year 10 students) occurred in 2004 and further assessments will take place at three-year intervals.

Further information

Information about *Discovering Democracy* school materials, a range of materials on the teaching of civics and citizenship values and material on national assessment can be found at the Civics and Citizenship Education website:
<http://www.civicsandcitizenship.edu.au>

Studies of Asia

The **Asia Education Foundation** (AEF) has been established to promote and support the studies of Asia in Australian primary and secondary schools. Studies of Asia refers to the explicit inclusion of content on Asia which is evident in a range of learning areas and enables students to develop their knowledge, understanding and skills over time. Learning about Asia can be integrated into local curriculum requirements at a whole school level.

The AEF's work is guided by the *National Statement for Engaging Young Australians with Asia in Australian Schools* which acknowledges that young Australians need to be equipped for a world in which the Asian region is playing an increasingly important role – both for Australia and internationally. This requires new knowledge and new skills.

In learning about Asia, human experience is the starting point. Despite differences in language, culture and environments, the basic spiritual, intellectual, emotional and physical needs of human beings are shared. Awareness of our similarities to our neighbours in Asia, and our interdependence, can contribute to the development of empathy and increased understanding.

The Studies of Asia learning emphases are interlinked and designed to support the development of curriculum that:

- develops concepts of Asia
- challenges stereotypes
- explores contemporary issues
- identifies and understands world contributions by the peoples of Asia
- considers the likely implications of closer Asia–Australia relationships.

Students, over the course of their schooling, will develop the knowledge, understanding and skills to enable them to engage with Asia including:

- understanding and appreciating something of the diversity of environments, cultures, religions and societies of Asia;
- developing an awareness of the diversity of values within Asian societies that extends beyond cultural stereotypes;
- developing informed attitudes and behaviour towards the peoples of Asia;
- understanding the economic, strategic and cultural importance of the countries of Asia and their links with other countries in the world, particularly Australia;
- developing intercultural skills; and
- developing commitment to principles of friendship, peace, social justice, cooperation and mutual respect.

Further information about State and Territory programmes, Access Asia curriculum materials and professional learning programmes can be found at:
<http://www.asiaeducation.edu.au>

Values for Australian Schooling Professional Learning Resources – **Primary**

Values for Australian Schooling Professional Learning Resources – Primary is a resource for all primary schools to use in teacher professional learning and to promote the development of values education as a core part of Australian schooling.

The *Values for Australian Schooling Professional Learning Resources* (Primary / Secondary) aim to:

- familiarise teachers with the *National Framework for Values Education in Australian Schools* (2005)
- engage teachers in professional learning that fosters critical reflection, understanding and action planning
- provide practical advice on provision of effective values education
- foster improved wellbeing as well as better educational and social outcomes for Australian students.

The book presents seven units of professional learning. Each unit provides a context section before offering a series of designed professional learning activities together with case studies and support resources.

Topics include:

- the nature of values and values education
- the important role of teachers in values education
- the whole school approach to values education
- values education in classroom teaching and learning
- links to State and Territory approaches to values education.

Designed to be used together with other resources in the *Values for Australian Schooling Kit* this resource aims to support teacher understanding of the *National Framework* and how it might be applied in a variety of school contexts to foster a planned and systematic approach to values education.

A PDF copy of this book and Microsoft™ Word versions of the resources may be downloaded from the Values Education website:

<http://www.valueseducation.edu.au>